Exceed Learning Partnership
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Governance Handbook

Status	**Statutory**
Version	**9**
Responsible Directors' Board	**Full Board of Directors**
Responsible Persons	**Deputy CEO/ Director of Governance and Corporate Affairs**
Date Policy Reviewed	**July 2026**
Next Review Date	**July 2027**
Academy to implement without Amendment	

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Version Control

Version Number	Updates
Version 6	Updated Page 65 to ensure the role of the Health and Safety Governor is specific and clear on expectations and what they should be undertaking within their role.
Version 7	Office address updated
Version 8	• Updated Business & Operations Terms of Reference to include Risk. • Updated title of SEND Director/Governor role to Inclusion Director/Governor including Pupil Premium and Children with Special Educational Needs and Disabilities. • Statutory and CPD training schedules updated for 2025/26. • Updated Governance Agenda cycles. • Updated any reference to ESFA to DfE. • Updated agenda focus items at all local governance committees to include Exceed Assure – the Trust Quality Assurance Dashboard

Policy Agreed: July 2026

Signed CEO: B.A. Nixon

Signed Chair of Directors: Pat Hagan

Policy to be reviewed: September 2027

1. Our Ethos

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Every Child | Every Chance | Every Day

2. Our Vision

'To equip young people with the knowledge, skills and mindset to thrive and then take on the world!'

We will achieve our vision by:

Every child developing…

- a greater understanding of themselves as a learner
- Recognition of what their strengths are
- How they can share their strengths with others
- An understanding of what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment.

A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust.

This will focus on our learning philosophy skills:

- Resilience
- Motivation
- Collaboration
- Creativity
- Investigation
- Teamwork
- Evaluation

3. Our Values

Inspire

Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

Include

At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

Integrity

We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

Exceed

Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

4. Our Aims

Strategic Objective 1: Deliver Professional Excellence

Our Focus Areas:

- Pupil Achievement and Progress
- High-Quality Teaching & Learning
- Leadership Development
- Colleague Well-Being & Retention
- Digital Fluency
- Enriching Learning Environments
- Financial Sustainability
- Robust Governance

Strategic Objective 2: Innovate and Inspire

Our Focus Areas:

- Curriculum Innovation
- Sustainability in Education
- Research-Informed Practice
- Digital Innovation in Teaching
- Pupil Leadership & Voice
- Diversification of Services

Strategic Objective 3: Strengthen Community, Place and Prosperity

Our Focus Areas:

- Attendance & Engagement
- Safeguarding & Inclusion
- Equity, Inclusion and Personalised Support
- Partnerships
- Parental Involvement
- Contribution to Local Regeneration
- Transparent Resource Stewardship

5. Purpose of this Handbook

This handbook summarises the legal structure of Exceed Learning Partnership (The Trust) and sets out its Governance Arrangements.

The information in this handbook has been prepared in line with:

- *The DfE Governance Handbook*
- *The Academy Trust Handbook*
- *Exceed Learning Partnership Memorandum and Articles of Association*
- *Exceed Learning Partnership Master Funding Agreement*
- *Academy Trust Governance – Structures and Role Descriptors*

The aim of governance us to provide confident and strong strategic leadership resulting in robust accountability, oversight, and assurance for educational and financial performance.

This handbook details the Board of Directors (the Board) and ensures these aims are met.

6. Legal and Administrative Duties

Company Name: Exceed Learning Partnership

Company Number: 10660150

Registered Office: 6-9 Railway Court, Doncaster, South Yorkshire, DN4 5FB

Company Type: Private Limited Company by guarantee without share capital use of 'Limited' exemption

The Trust is a company limited by guarantee, registered with Companies House and an exempt charity. It is contracted by the Secretary of State for Education to run one or more academies. It is subject to company audit laws and is accountable to the Secretary of State for Education, pupils/students, parents and other stakeholders.

The Trust retains the legal responsibility for running the academies and is responsible for all assets and liabilities, rights and obligations of the academies. Academies within the Trust are not established as legal entities in their own right. They do not have a legal personality.

This means that all the assets and liabilities of each Academy are run by the Trust and all contracts (whether in relation to employees or otherwise) for each Academy will be held and entered into (respectively) by the Trust.

7. Governance Structure – Members and Directors

Members Board

The Members Board are guardians of the governance of the Trust. They hold the Trust Board to account for the effective governance of the Capital Trust but have a minimal role in the actual running of the Trust. It is the Directors Board, not the Members, who are the organisation's key decision makers. While Members have no day-to-day or week- to-week role in running the company, a key responsibility is the appointment/removal of Directors/Directors.

Directors Board

Directors are both company directors and charity Directors as the MAT has the legal status of both company and charitable trust. The Directors set the strategic direction of the Trust, hold Senior Leadership to account and oversee the Trust's financial performance. The Directors undertake a minimum of 4 board meetings per year and 9 Committee meetings per year. The Directors are responsible for overall strategy, cross Trust scrutiny, overall accountability, determining the schemes of delegation, pay and remuneration structure and Governance Appointments.

8. Governance Structure – Directors Committees

The Directors Board also have committees to support their governance role, including: Audit and Risk, Finance and Operations, Education and Standards and Pay and Performance.

Directors Committees meet termly to review academy performance, feedback from local governance and progress against Trust strategic priorities.

Audit and Risk Committee (meets termly)

Report to the Board on the adequacy of the Trust's internal control framework (non-financial controls and management of risks)

Oversee and approve the Trust's programme of internal scrutiny and audit.

Ensure that risks are being addressed appropriately through internal scrutiny and risk management.

Finance and Operations Committee (meets termly)

Report to the Board on the adequacy of the Trust's internal control framework (non-financial controls and management of risks)

Oversee and approve the Trust's programme of internal scrutiny and audit.

Ensure that risks are being addressed appropriately through internal scrutiny and risk management.

Education and Standards Committee (meets termly)

Responsible for overseeing the quality of education standards in all our academies.

Monitor the work of academies within the Trust and support the work of the LGB in holding their academies to account in regards to school improvement.

Pay and Performance Committee (meets twice a year)

Setting pay policy for CEO/Senior Executives;

CEO annual performance appraisal;

Approving the design and determining performance related element of executive pay:

Recommending and monitoring executive pay, the entire renumeration package;

Determining and recommending the wider pay policy to the Board of Directors

9. Local Governance Structure, Local Committees and Strategic Working Groups

The Local Governance Structure compromises of a Local Governing Board and Committees.
The Full Board meets once a term, three times a year.

Local Governing Boards

The role of the Local Governing Board is to provide focused governance for each academy, at a local level. In line with the scheme of delegation, the Local Governing Board have oversight of academy finance, personnel, pupil achievement, academy standard, application of Trust polices, approval of academy policies, academy community, academy performance.

The Committee structure comprises of Local Business, Operations and Risk and Local Education and Standards and meets three times per year.

In addition to this the Local Pay and Performance Committees meets twice a year.

Local Business, Operations and Risk Committee (Meets Termly)

Reports to the Board on the performance of the academies business, operations and risk function in line with the Scheme of Delegation.

Holds the academy to account for statutory compliance, budget spend and ensures that risks are being addressed appropriately and that the academy has a live and up to date risk register.

Local Education and Standards Committee (meets termly)

Report to the Local Board on the quality of education standards in the Academy

Monitor the work of the Academy and supports the work of the Local Board in holding the Academy to account to deliver school improvement.

Local Pay and Performance Committee (meets twice a year)

Setting pay policy for Principal/ Senior Leaders;

Principal 's annual performance appraisal

Approving the design of and determining performance targets for any performance related pay element

Recommending and monitoring Teacher's pay awards.

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Strategic Working Groups

The Trust has established three Strategic Working Groups, each aligned to one of the three objectives within the Trust's Strategic Plan. The purpose of each group is to review the impact of the focus areas that sit beneath its allocated strategic objective, providing strategic challenge, support and assurance on the progress being made towards achieving the Trust's long-term priorities. Each Working Group comprises Directors and Governors, working collaboratively with Trust leaders to review evidence of impact, identify opportunities for improvement and report their findings and recommendations to the Trust Board.

Strategic Objective 1: Deliver Professional Excellence

Our Focus Areas:

- Pupil Achievement and Progress
- High-Quality Teaching & Learning
- Leadership Development
- Colleague Well-Being & Retention
- Digital Fluency
- Enriching Learning Environments
- Financial Sustainability
- Robust Governance

Strategic Objective 2: Innovate and Inspire

Our Focus Areas:

- Curriculum Innovation
- Sustainability in Education
- Research-Informed Practice
- Digital Innovation in Teaching
- Pupil Leadership & Voice
- Diversification of Services

Strategic Objective 3: Strengthen Community, Place and Prosperity

Our Focus Areas:

- Attendance & Engagement
- Safeguarding & Inclusion
- Equity, Inclusion and Personalised Support
- Partnerships
- Parental Involvement
- Contribution to Local Regeneration
- Transparent Resource Stewardship

10. Governance Roles

This section of the handbook provides a summary of each role within the Governance Structure.

10.1 Members

Members play a limited but crucial role in safeguarding Academy Trust governance. While they must ensure they do not stray into undertaking the Academy Directors' role, they should assure themselves that the governance of the Trust is effective, that Academy Directors are acting in accordance with the Trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing.

Members are the subscribers to the Memorandum and Articles of Association (the legal document which outlines the governance structure and how the Trust will operate). Members can amend the articles of association (including the objects clause), subject to any restrictions in the articles, the funding agreement or charity and company law.

The Members appoint Directors to the Board to ensure that the Trust's charitable objective is carried out and so are able to remove Directors if they fail to fulfil this responsibility.

They oversee the achievement of the Trust's objectives, acting as the 'conscience' and 'moral guardian' of the Trust's purpose and values. Members also oversee the performance of the Directors Board.

Members appoint the Academy Trust's auditors and will receive and review (but do not have to sign off) the Trust's annual audited accounts (subject to the Companies Act).

An Academy Trust must have at least three Members. At least the majority of Members should remain independent from the Trust Board. Nobody may be a Member, Director and a Local Governor.

10.2 Board of Directors

The Trust Board is the decision-making body of the Academy Trust and is accountable and responsible for all the academies equally.

The Board is the Academy Trust's key strategic decision maker. It may delegate certain responsibilities to the Executive Leader (in certain circumstances) and in accordance with the Academy Trust's scheme of delegation, a committee or an individual, but the Trust Board remains accountable and is responsible for all decisions made.

The Board should play a strategic role and avoid routine involvement in operational matters. They should focus strongly on holding Executive Leaders to account.

The Board has three core functions:

- Ensures clarity of vision, ethos and strategic direction
- Holds the CEO to account for the educational performance of the Trust's academies and their pupils, plus the performance management of staff
- Oversees the financial performance of the Trust and makes sure money is well spent
- The Board produces an annual report on the performance of the Trust for Members and for external publication.

10.3 Directors Committees

The Board has agreed to establish a number of committees, as identified in this handbook and the Scheme of Delegation, to carry out some of its governance functions. This includes making decisions, although any decisions made will be deemed decisions of the Board. The Board has the following Committees:

- Education and Standards - This committee focuses on the educational targets for each Academy, monitoring the quality of the educational standards and performance and challenging any areas of underperformance.

- Finance and Operations - This committee assists the Board in its on-going oversight of the Trust's arrangements for budgeting, financial planning, financial performance and financial reporting in respect of both revenue and capital activities and the associated resource planning.

- Audit and Risk - This committee assesses the scope and effectiveness of the systems established by management to identify, manage and monitor financial and non-financial risks to the company via the risk register. It also maintains an oversight of the Trust's governance, internal control, financial reporting and value for money frameworks in order to establish

- Pay and Performance Committee - This committee maintains an oversight of the Trust's approach to CEO and Executive Team remuneration and pay progression.

The Board can create additional Committees, Working Parties or Panels as required. The Board may remove delegations from any Committee, Working Party or Panel if required.

The Scheme of Delegation sets out the powers that the Committees may exercise on behalf of the Directors. The Scheme of Delegation is supported by Terms of Reference for each Committee.

10.4 Link Director

Where possible, one Director from the Board of Directors will be allocated to an Academy Local Governing Body and will serve as a Link Director. The role of a Link Director is set out in this framework and is not to be confused with the role of a Link Governor.

10.5 Local Governing Boards

The Board of Directors delegate some of its responsibilities to the Local Governing Board for each of the Academies, however, Directors remain ultimately responsible for each Academy.

Directors are able to delegate additional responsibilities or remove responsibilities to meet changing circumstances.

The Local Governing Board is there to hold the Principal and Academy Leaders to account in line with the delegated responsibilities listed within the Scheme of Delegation.

Membership of Local Governing Boards			
Category	**Appointment**	**Term of Office**	**Area of Expertise**
Chair (Co-opted)	Appointed on to LGB by Directors, voted into Chair role by LGB	2 Year Term as Chair, 4 year term as a Governor	Safeguarding and other roles
Vice Chair (Co-opted)	Appointed onto LGB by Directors, voted into Vice Chair role by LGB	2 Year Term as Vice Chair, 4 year as a Governor	Safeguarding and other roles
Principal/Head	Appointed by Directors	Ex-Officio	Education
Co-opted x 4	Appointed by Directors	4 Year Term	Curriculum and Standards
			Sustainability
			Inclusion including Pupil Premium and SEND
			Health and Safety, Compliance
			Wellbeing
			Careers (Secondary)
Elected Parent x 2	Appointed by LGB following Parent Election Process	4 Year Term	Resources or other Professional Skill Set
Elected Staff comprising: Support Staff x 1 Teaching Staff x 1	Appointed by LGB following Staff Election Process	3 Year Term	
A Link Director will be allocated to a Local Governing Board where possible to provide oversight and support. The Link Director will not be named on GIAS but the board in which they are linked to will be noted in the Directors Register of Business Interests.			

10.6 Local Governing Committees

The Local Board established a number of committees as identified earlier in this handbook to carry out some of its governance functions including decision making in line with the Scheme of Delegation. The Committee will report back to the full Local Board during its termly meeting.

The Local Board has the following Committees:

- **Local Education and Standards Committee** - This Committee has a focus on the educational priorities set out in the Academy Development Plan. Governors will monitor quality of educational standards and academy performance, challenging any areas of underperformance.
- **Local Business, Operations and Risk Committee** - This Committee supports the Local Board in overseeing the academy's finances and ensuring compliance with Safer Recruitment, Health and Safety, GDPR, and Website Development. It also monitors risk management through the Academy Risk Register, ensuring appropriate risk scores and mitigation.
- **Local Pay and Performance Committee** - This Committee maintains an oversight of an academies approach to Principal's remuneration and pay progression in line with Trust Policy.

The Scheme of Delegation sets out the powers that the Committees may exercise on behalf of the Local Board. The Scheme of Delegation is supported by Terms of Reference for each Committee.

10.7 Governor Monitoring

Governors will carry out monitoring visits to the Academy to see first-hand the implementation of Policy and offer visible support to staff. Section 35 sets out an annual monitoring framework that includes both the statutory requirements for monitoring visits and a suggested schedule aligned with the academy's priorities. Monitoring visits are agreed collectively by the Local Board to ensure they support the priorities identified in the Academy Development Plan and provide appropriate oversight of financial and operational compliance. It is anticipated that governors will conduct termly monitoring visits.

10.8 Chief Executive Officer

The CEO as Accounting Officer has the delegated responsibility for the operation of the Trust, including the performance of the Trust's academies. As such, the CEO and Director of Education and Inclusion are responsible for the performance management of the Principals/Headteachers.

The CEO is the accounting officer, with overall responsibility for the operation of the Trust's financial responsibilities. The CEO must ensure that the organisation is run with financial effectiveness, stability and probity; avoiding waste and securing value for money in line with the Academy Trust Handbook and the Funding Agreement. In the absence of the CEO, the Deputy CEO as Deputy Accounting Officer has delegated responsibility for the operations of the Trust.

10.9 Executive Management Team

The CEO leads the Trust's Executive Management Team, made up of Deputy Chief Executive Officer, Director of Education and Inclusion, Chief Finance Officer, Chief Technology Officer and Director of Governance and Corporate Affairs.

The CEO may delegate executive management functions to members of these teams. This includes preparing reports on specific areas of responsibility, such as HR/Finance/Operations/Estates/ICT/ Governance for the Board

and its Committees.

The CEO is accountable to the Board for the performance of the Executive Management Team

10.10 Executive Principal/Principal/Headteacher (Academy Leaders)

The Executive Principal/ Principal/Headteacher is responsible for the day-to-day management of the Academy. Secondary Academies are line managed by the CEO; Primary Academies are line managed by the Director of Education and Inclusion.

The Academy Leader produces reports, in standard Trust format, for Directors and Governors Committees.

11: The Work of the Board of Directors

11.1 The Chair of The Board of Directors

- An effective Chair and Vice-Chair provide visionary strategic non-executive leadership to the Academy Trust. As with other Academy Directors, the roles of Chair and Vice Chair are voluntary ones.
- The Chair plays an important role, with responsibility for leading the Board and for convening and chairing meetings. The Chair takes the lead in ensuring the effective functioning of the Trust Board and has a vital role in setting the highest expectations for professional standards of governance.
- A Chair should encourage the Trust Board to work together as an effective team, building its skills, knowledge and experience.
- As the main link between the Board and the Executive Management Team, they work to build a strong partnership with the Trust.
- They liaise with the Central Team and the Governance Professional to ensure the final agendas for meetings, as well as the management of papers and appropriate records, are in place.
- The Chair is responsible for promoting the development of the Board as a whole.
- With support from the Members and the Trust, they play a decisive part in determining the appointment and re-appointment of Directors.
- They also ensure that the Board is effective in challenging and supporting the educational performance of the Trust.

11.2 Clerking and the Governance Professional

- The Board determines clerking arrangements for its meetings and committees.

- The Board of Directors appoints a Governance Professional to the Board of Directors and its committees. The Governance Professional will liaise with the Chair and the CEO/DCEO to ensure that the Trust Business Plan/Calendar is in place and implemented, including the production of agendas and minutes of meetings.

- The Board has delegated responsibility for governance administration to the Deputy CEO, who leads the Governance team.

- The DCEO will ensure a Governance Professional is appointed for every Trust Board meeting or Committee.

- The role of the Governance Professional is about helping the Trust Board understand its role, functions and legal duties and to provide clear impartial advice to the Trust Board. The role also includes supporting the Chair and the Trust Board with organising meetings, circulating papers and taking minutes of meetings.

- The Governance Professional is the first point of call for any Board governance queries and first line support for the Local Governing Board.

- Meetings are convened by the Governance Professional in accordance with a meeting schedule that has been pre- agreed by Directors Additional meetings may be arranged if required at the by the Board of Directors, chair, or where 3 Directors require a meeting. The Governance Professional will issue diary invitations in respect of any change of meeting or additional meeting date scheduled after the agreement of the main schedule. Any Board agenda and associated papers must be published to Directors no less

than 5 days before a scheduled meeting.

- Meetings will be attended by the Governance Professional who will record attendance, issues discussed, challenge offered and decisions made in 'minutes' of the meeting. In the absence of the Governance Professional, a substitute, who may be a director but will not be the CEO, will be responsible for the minutes. The minutes will be submitted for formal approval at the next meeting of the Board of Directors.

12: The Duties of the Director

Directors play an essential part in making sure the Governance Structure as a whole works effectively. They develop, agree and set the tone of the Trust values and ethos.

Directors should be proactive about engaging with the Trust and its academies, and developing their knowledge and expertise in the field of governance.

Directors are appointed because they can offer qualities the Trust needs:

- **Skills:** These are an important contribution to the work of the Trust and can include; technical skills, such as data analysis, or inter-personal skills that allow the group to function effectively and engage with parents or persuade potential donors to contribute to the Trust.

- **Experience:** The Trust's Governance network bring together a wide range of professional, academic, voluntary and life experiences. New volunteers are often concerned that they do not know enough about education, however, academies hugely value what people from outside the sector can offer, right from the start.

- **Perspectives:** Governance works best when there is diversity of opinion and experience around the table. Representatives from the local community and business play an important part in helping the Trust serve its local context.

- **Commitment:** This committee maintains an oversight of the Trust's approach to remuneration and pay progression.

When a Director joins the Exceed Learning Partnership Trust, they are asked to abide by the Code of Conduct

Everyone involved in governance should be aware of, and accept, "The 7 principles of public life" *(www.gov.uk/government/publications/the-7* principles-of-public-life):

- **Selflessness** - Holders of public office should act solely in terms of the public interest.

- **Integrity** - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

- **Objectivity** - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

- **Accountability** - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

- **Openness** - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

- **Honesty** - Holders of public office should be truthful.

- **Leadership** - Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

13: The Role of the Link Director

- Directors play an essential part in making sure the Governance Structure as a whole works effectively.
- In addition to their function as a Director, there are specific skills and qualities required of a Link Director.
- A Link Director is responsible for providing oversight of the Local Governing Body, in addition to their role on the Board of Directors.
- The Link Director provides a key supportive connection between the Local Governing Body and the Board of Directors.
- The role of Link Director is to support fellow Governors and academy staff to strive for a healthy challenge, optimising the use of their skills, knowledge and experience.
- The Link Director supports and mentors newly appointed Governors onto the Local Governing Body and supports them whilst they become established on the board.
- In addition to this, the Link Director acts as a conduit between the Local Governing Board and the Board of Directors, providing an update to both boards and seeking clarity on any questions asked of each other.

Duties of a Link Director	
Provide the Link between the Board of Directors and Local Governing Body	Acts as a conduit between the LGB and Board of Directors, taking feedback from both Boards and providing updates, answers to questions/queries, sharing best practice
Promote effective local governance	Facilitates group discussion and individual contributions of Governors and academy staff to the work of the Local Governing Board
Establish and maintain relationships, supporting new and fellow governors	Supports and mentors newly appointed Governors onto the Local Governing Body and supports them whilst they become established on the board.

14: The Role of the Local Governor

Exceed Learning Partnership values the experience and skills of its Local Governing Board. It recognises the contribution that Governors make to the success of the Trust and its member schools/academies, and wants its Governors to feel that the job they do is rewarding and satisfying.

The role of the Governor is a non-executive one, and Governors are required to ensure that their oversight of the Academy/School does not interfere with the day-to-day management, which is the responsibility of the Principal(s) and the Trust Executive Leadership Team.

The primary responsibilities of Governors are to play an active role in the high-level strategic planning process of the School/Academy by contributing to:

- the development of strategic priorities;
- the setting of measurable targets to support the development;
- the monitoring of the budget that is set by Directors, ensuring budget is spent in line with agreed budget plan and profile
- the monitoring of achievement against objectives;
- the development of plans to address weaknesses;
- ensure the academy is adhering and permeating the Trust's vision and values
- comply with the Articles of Association, Academies Trust Handbook, Scheme of Delegation, Governors' Code of Conduct and any other related governance policies and procedures;
- contribute to the business of the Local Governing Board in an effective, efficient, open and transparent manner;
- attend Local Governing Board meetings, governor training and induction events as required;
- get to know the Academy/Trust through discussions with the Executive Leadership Group, Chair of Trust/Governing Body and staff, reading relevant papers, visiting the Academies and participating in events;
- help new Governors understand their role;
- act in the best interests of the school at all times.

Governors have a collective responsibility for the above but no Governor has the authority to speak or act on the Governing Body's behalf unless specifically delegated to do so.

Governors must be free at all times to speak and act in what they believe to be the best interest of the school, in line with the Code of Conduct. They cannot be mandated by any group to express its views.

Local Governor Key Skills

In seeking to fill any vacancy, the Local Governing Board endeavours to maintain a balance of skills and experience amongst its membership. The following general person specification outlines the skills that are required.

Local Governor Key Skills	
Commitment to education	Acts as a conduit between the LGB and Board of Directors, taking feedback from both boards and providing updates, answers to questions/queries, sharing best practice
Interpersonal skills and the ability to work as part of a team	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication skills and the ability to influence	Able to express ideas/plans in a clear manner and to listen actively to other views. Able to communicate effectively.
Planning and Organisational skills	Able to quickly establish an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the academy.
Determination and Drive	Able to create the required energy/enthusiasm and commitment necessary to be effective. To have the tenacity to overcome obstacles.
Strategic Perspective	Able to develop a broad-based view of issues and events and to perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and to rationalise appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve - to inspire confidence in others to achieve. To respect the views of others.
Skills and Experience	Each Academy will ensure that based on skills and experience their Governors are linked to the following roles and responsibilities, which will be decided at the first Local Governing Board of the Academic Year. Finance (inc. Pupil Premium), Safeguarding and Attendance, Health and Safety, SEND
Circumstances	Available to attend scheduled meetings of the Local Governing Board (66% minimum) and its committees.
Equal Opportunities/Investors in People Seven Principles of Public Life	Commitment to equal opportunities All governors are expected to adhere to the seven principles of public life.

15: The Role of the Associate Governor

Exceed Learning Partnership recognises that Associate Governors bring valuable skills, knowledge and experience that strengthen the work of its Local Governing Boards and committees. Their expertise supports effective governance by providing additional insight, challenge and specialist knowledge where appropriate.

An Associate Governor is appointed by Directors to serve on a Local Governing Board or Local Governing Committee for a fixed term, normally between one and four years. The appointment is made to enhance the effectiveness of governance through the contribution of individuals with relevant professional expertise, local knowledge or specific experience.

Associate Governors are not formal members of the Local Governing Board and do not have voting rights at any Local Governing Board meetings or committees. They are invited to attend meetings of the Local Governing Board where their knowledge or expertise would support discussion, but they participate in an advisory capacity.

The role of the Associate Governor is to contribute positively to the work of the Local Governing Board to which they are appointed by:

- providing specialist knowledge, expertise and constructive challenge;
- supporting the development and review of strategic priorities within their area of responsibility;
- contributing to informed discussion and effective decision-making within committee meetings;
- preparing for and attending committee meetings and any relevant training or induction events;
- complying with the Trust's Articles of Association, Scheme of Delegation, Code of Conduct, Governance Handbook and all relevant governance policies and procedures;
- maintaining confidentiality and acting with integrity at all times;
- developing an understanding of the Academy, the Trust and the communities they serve through visits, discussions with leaders and staff, and consideration of relevant documentation;
- acting at all times in the best interests of the Academy, its pupils and Exceed Learning Partnership.

Associate Governors support the work of governance but do not become involved in the operational management of the Academy, which remains the responsibility of the Principal and the Trust Executive Leadership Team.

Like all those involved in governance, Associate Governors are expected to uphold the Nolan Principles of Public Life and to contribute to the work of the Trust in an open, honest and transparent manner. They should exercise independent judgement and act solely in the interests of the Academy and the Trust, free from undue influence or the interests of any particular group or individual.

A register of business and pecuniary interest form must be completed and all appointment checks undertaken prior to any appointment as an Associate Governor.

16: Supporting the Board

16.1 Governance Calendar and Agenda Cycle

- The Trust has an Annual Governance Calendar that sets out the meeting structure for the academic year for Members, Directors and Local Governance meetings.
- Directors Meetings represent the main opportunity for the Board to come together to share their work, and for the Executive Management Team to update on the Trusts performance. They are also an opportunity for other members of staff to report on their own work, as required.
- The Trust has a cycle of agreed agenda items and standard reports, to ensure consistency in the sharing and approval of information. The minutes of the Board of Directors will be important evidence of the support and challenge given to the leadership of the Trust.
- Each Academy will follow the governance calendar and reporting schedule that is set out by the Trust.

16.2 Offering Support and Challenge

Directors are encouraged to offer support and challenge to the Executive Management Team in line with the Board Terms of Reference. This can be done in a number of different ways, underpinning the six key drivers, for example:

1. **Leading Success**

   - Creating a positive forum for open and reflective discussion between Directors and the Executive Management Team.
   - Discussing the Trust's key priorities, its improvement plan and self-evaluation, so that the Trust gains reassurance from having an external perspective on their work.
   - Holding the Executive Management Team to account, to secure the best possible outcomes for young people in the Trust.
   - Asking probing questions to ensure a robust understanding of the work of the Trust. — Asking the CEO to review decisions to reflect best practice.
   - Representing the Trust at Ofsted inspections, if required.
   - Ensuring that all resources are appropriately targeted to impact positively on pupils' experience and outcomes.

2. **Securing Success**

   - Taking an active interest in the recommendations from Committees, and the follow-up action taken by the academies.
   - Ensuring the CEO and the LGB Governors hold the Principal/Headteacher to account for the impact on the progress of young people and the quality of teaching, learning and assessment.

3. **Developing Success**

   - Monitoring the provision of Professional Learning & Development within the Trust and any associated impact.
   - Ensuring the appropriate development of all Directors so that the Board can effectively support and challenge the Trust. — Capitalising upon Directors own expertise and connections to create opportunities for the Trust and its academies where appropriate.

4. Standards for Success

- Promoting a culture of high expectations so that leaders continue to have ambitious expectations of their pupils and colleagues.
- Ensuring that the Trust ethos and environment is one that promotes the strong foundations for pupils to succeed and that they are safe.
- Monitoring the impact of work across the inclusion agenda to ensure that the most vulnerable pupils are supported to attend well and reduce the risks of exclusion from any aspect of their education.

5. Supporting Success

- Ensuring that the curriculum provides opportunities for young people to develop their knowledge, skills and understanding, maximising opportunities for success.
- Understanding the targeted academic and pastoral support provided by the Trust.
- Understanding the range of extra-curricular support available for young people via the academies.

6. Achieving Success

- Ensuring that all pupils (including those from disadvantaged backgrounds) receive the best quality provision in order to secure the best possible outcomes relative to their starting points.
- Representing the Trust at community events or with important local and national stakeholders.
- Maintaining awareness of pupil successes, news and events through the Trust and its academies communication channels.
- Celebrating the Trust/Academy's successes whether by congratulating pupils and staff or attending celebration events.

Securing the right balance between support and challenge is key. Without first building relationships, a supportive environment and showing positive commitment to the Trust, challenge will never truly be as effective as it should be. The Trust will support Directors in delivering this balance.

16.3 Asking the Right Questions

Whether you are a Director questioning the Executive Management Team or a Local Governor asking questions of the Academy Leaders, this is the main way in which you will learn about the Trust.

Holding leaders to account and supporting them to reflect on their decisions is an important function of governance.

The minutes of meetings will also record the range and level of challenge in questions and this is important evidence that governance is being effective.

Those new to education or new to the Trust will understandably want to ask questions about the meaning of certain terms.

In turn, the CEO's reports should be clear and accessible to Directors as should Academy Leaders reports to Governors. It is important, however, that such questions do not feature too heavily in meetings.

When posing questions at meetings or on visits, Directors should consider the following:

- Does this question focus on impact? Directors will receive a lot of information about the work of the Trust and its academies, but their concern should be for outcomes, rather than process. Wherever possible,

Executive Management Team should provide objective evidence of impact (for example by referring to the data in any report).

- Is this relevant to the agenda item? In order to keep meetings to time, and focused on the main priorities, questions need to be relevant.
- Does this question help to focus the Executive Management Team on an important aspect of what is being discussed? Directors should use their questions to guide the Trust's thinking and attention towards key priorities.
- Is this question strategic? For example, "does the Academy use its lunch menus to support health and wellbeing or even the curriculum?" is a better question than "what is usually on the lunch menu?"
- Does this help the Board to understand what is being discussed?
- Has my question been answered? Do further questions arise from the answer? Where useful, Directors should ask follow-up questions either to clarify a response or to probe any new information.

This is the same process for Local Governors when posing questions to Academy Leaders in meetings or on visits.

17. Directors with additional Link Roles

Every Director has the opportunity to develop a greater understanding of the detailed workings of the Trust, with link roles allocated in the first meeting of the academic year.

The Board currently appoints Directors to the following areas:

Safeguarding Link Director
The Safeguarding Link Director provides strategic oversight and assurance to the Board that the Trust is fulfilling its statutory safeguarding responsibilities and promoting a strong safeguarding culture across all academies. The Safeguarding Link Director acts as the link between Local Governing Boards, Executive Leaders and the Board of Directors, providing assurance that safeguarding arrangements are effective, compliant and consistently implemented across the Trust.

The role includes:

- championing safeguarding as a core responsibility of the Board and promoting a culture where safeguarding is everyone's responsibility;
- monitoring the implementation and effectiveness of the Trust's Safeguarding and Child Protection Policy across all academies;
- seeking assurance that safeguarding arrangements comply with statutory guidance, including Keeping Children Safe in Education and other relevant legislation;
- reviewing safeguarding assurance reports, audits, training compliance and emerging safeguarding themes;
- ensuring sufficient resources, staffing and training are available to enable the Trust to fulfil its safeguarding responsibilities;
- monitoring safeguarding risks, including attendance, exclusions, online safety, child-on-child abuse, allegations against staff and safeguarding culture;
- providing strategic challenge and support to Executive Leaders regarding safeguarding performance;
- reporting regularly to the Board on safeguarding assurance, risks and recommendations for improvement.

The Safeguarding Link Director acts in a strategic governance role and does not become involved in the operational management of safeguarding or individual safeguarding cases.

Inclusion Link Director
The Inclusion Link Director ensures processes and reporting arrangements are in place to maintain oversight of the Trust's approach to inclusion, equality, SEND and disadvantage, ensuring every pupil has equitable access to high-quality education and opportunities to achieve their potential.

The role includes:

- monitoring the effectiveness of the Trust's approach to inclusion, equality, SEND and the use of Pupil Premium funding;
- seeking assurance that academies comply with their statutory duties under the Equality Act 2010 and the SEND Code of Practice;
- monitoring educational outcomes and identifying barriers to learning for vulnerable pupils;
- providing strategic challenge regarding the progress and attainment of disadvantaged pupils and those with additional needs;
- seeking assurance that vulnerable pupils receive appropriate safeguarding support and that safeguarding arrangements reflect the needs of pupils with SEND and other vulnerable groups;

- monitoring safeguarding risks affecting vulnerable learners and ensuring these are considered within Trust strategy;
- ensuring resources are targeted effectively to improve inclusion, wellbeing and pupil outcomes.

The Inclusion Link Director acts in a strategic governance role and does not become involved in the operational management of inclusion or individual pupil cases.

Health and Safety Link Director
The Health and Safety Link Director ensures processes and reporting arrangements are in place to maintain oversight of health and safety arrangements across the Trust, ensuring academies meet all statutory duties and provide safe, secure and compliant learning environments.

The role includes:
- monitoring compliance with health and safety legislation and Trust policies;
- reviewing health and safety audits, compliance reports and risk assessments;
- ensuring sufficient resources are allocated to maintain statutory compliance across all academies;
- providing strategic challenge regarding estates compliance, educational visits, fire safety and emergency planning;
- seeking assurance that site security, visitor management and premises arrangements contribute to effective safeguarding;
- monitoring strategic risks that could impact the safety and wellbeing of pupils, staff and visitors;
- reporting significant health, safety or safeguarding risks to the Board.

The Health and Safety Link Director provides strategic oversight and does not become involved in the operational management of health and safety matters.

Cyber Security Link Director
The Cyber Security Link Director provides strategic oversight of cyber security, information governance and digital resilience across the Trust, ensuring appropriate systems and controls protect pupils, staff, data and digital infrastructure.

The role includes:
- overseeing the Trust's cyber security strategy, including policies relating to passwords, data protection and incident response;
- monitoring cyber risks and seeking assurance that appropriate controls are in place;
- ensuring the Trust complies with data protection legislation and good information governance practice;
- monitoring cyber security awareness and training for staff, Directors and Governors;
- keeping informed of emerging cyber threats and promoting continual improvement in cyber resilience;
- working with Executive Leaders to ensure cyber security arrangements remain robust;
- seeking assurance that online safety, filtering and monitoring systems effectively support safeguarding and protect children from online harm;
- ensuring appropriate protection of confidential safeguarding information and sensitive pupil data.

The Cyber Security Link Director acts strategically and does not become involved in the operational management of ICT services.

Sustainability Link Director
The Sustainability Link Director provides strategic oversight and assurance that the Trust is fulfilling the expectations of the Department for Education's *Sustainability and Climate Change Strategy* (2022). This role ensures sustainability is embedded in governance, long-term strategic planning, and operational delivery across

all academies within the Trust. Acting as a link between the Director Board and Executive Leaders, they will champion the Trust's commitment to sustainability and climate action, supporting the national ambition for the education sector to be world-leading in sustainability and climate change by 2030.
Key responsibilities:

- providing strategic challenge and support to the Executive Team on the Trust's approach to sustainability;
- overseeing the development and implementation of the Trust Climate Action Plan;
- scrutinising how sustainability and climate education are embedded across the curriculum;
- monitoring progress in reducing the environmental impact of the Trust's estates and operations;
- ensuring sustainability is considered within strategic decisions relating to procurement, estates, ICT and capital investment;
- monitoring sustainability performance data and reporting progress to the Board;
- promoting collaboration and sharing of good practice across the Trust;
- supporting external partnerships that enhance sustainability and climate education;
- ensuring sustainability planning considers the safety, wellbeing and resilience of pupils, staff and visitors, including the impact of climate-related risks on Trust operations.

The Sustainability Link Director provides strategic oversight and does not become involved in the operational delivery of sustainability initiatives.

Standards and Careers Link Director
The Standards and Careers Link Director is a member of the Trust Board who provides strategic oversight and assurance of the Trust's approach to Careers Education, Information, Advice and Guidance (CEIAG) across its secondary. The role supports the Board in ensuring that the Trust meets its statutory responsibilities and that pupils receive high-quality careers education which prepares them for their next stage of education, employment or training.
The role includes:

- monitoring the Trust's strategic approach to Careers Education, Information, Advice and Guidance (CEIAG) across all secondary academies;
- seeking assurance that each academy provides independent careers guidance in accordance with statutory requirements;
- ensuring appropriate policies and procedures are in place to meet legal duties relating to careers education;
- monitoring compliance with the Provider Access Legislation;
- seeking assurance that careers guidance is impartial, inclusive and promotes equality of opportunity;
- monitoring progress towards recognised quality standards, including the Gatsby Benchmarks where appropriate;
- receiving reports on pupil destinations, employer engagement and the effectiveness of careers provision;
- providing strategic challenge and support to ensure careers education remains a priority within the Trust;
- ensuring careers provision contributes positively to pupil aspirations, employability skills and successful progression;
- seeking assurance that work experience, employer encounters, external providers and careers activities are delivered in accordance with the Trust's safeguarding procedures and that appropriate safeguarding arrangements are in place for pupils engaging with external organisations;
- reporting to the Board on the effectiveness of careers provision, identifying areas of strength, risk and opportunities for improvement.
- 3 Meetings per year with Academy Leaders

The Standards and Careers Link Director acts in a strategic oversight role and does not become involved in the operational management of careers provision within individual academies. Operational responsibility remains with Principals and designated Careers Leaders, supported by the Trust Executive Leadership Team.

18: Director and Governor Induction and Training

Our comprehensive induction training program is designed to equip new Directors and Governors with the knowledge, skills, and confidence to thrive in your role.

Our 6-month induction and training program for new directors and governors offers numerous benefits including:

- Smooth on boarding: Facilitating a seamless transition into the role, reducing stress and uncertainty.
- Increased confidence: Equipping new Director and Governors with the knowledge and skills needed to perform effectively, boosting their confidence and engagement.
- Enhanced understanding: Providing a comprehensive overview of the organisation, its mission, values, and strategic goals.
- Stronger relationships: Fostering connections with fellow board members, senior leadership, and key stakeholders, building a foundation for collaboration and trust.
- Clear expectations: Sets clear expectations regarding roles, responsibilities, and performance standards.
- Continuous learning: Encourages a culture of continuous learning and development, ensuring members stay informed and updated.
- Statutory Compliance: Ensuring all new Directors and Governors are receiving training that is required to meet statutory compliance and ensure Directors and Governors can undertake their role effectively.

We understand the invaluable time and dedication that Directors and Governors bring. That's why our induction program is thoughtfully designed over 6 months, respecting Directors and Governors busy schedule whilst ensuring they receive comprehensive training.

Our approach allows for:

- **Manageable learning:** Avoid feeling overwhelmed with bite-sized modules and flexible scheduling.
- **Deeper understanding:** Gradually build your knowledge and confidence over time.
- **Practical application:** Apply your learning in real-world scenarios, ensuring immediate impact.
- **Continued support:** Receive ongoing mentorship and access to resources throughout the process.

Directors and Governors commitment is essential to our success, and we're committed to ensuring the on boarding experience is as smooth and rewarding as possible.

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Director and Governor Induction Training

Description	Purpose	Aim & Objective	Provider	Date	Time	Approach	Linked Policies to be read via **SAM People**
Director Induction Training - Vision, Values, Role, Responsibilities, Governance structure, and Scheme of Delegation	Understand the Trusts Vision, mission and Strategic Objectives. The governance structure and expectations of a governance role within the Trust including: • The statutory responsibilities of Governors and Directors. • The difference between being "strategic" (the role of governors) and being "operational" (the role of the Executive Team, Principal and staff) • Introduction to budgets • How to use and interpret school Performance data • Staffing issues • How to ask challenging questions and when to offer support • How to conduct school visits and get to know your individual school • How to make an impact as a governor/Director	Supported to confidently carry out the responsibilities of the role	Head of Governance & Chair of LGB or Directors	Month 1	1 hour 30 minutes	In Person or Online	Governance Handbook Scheme of Delegation Director and Governor Visit Policy Director and Governor Welcome Policy Code of Conduct for Trust Members, Directors and Governors Articles of Association (provided outside of SAM People) Trust Strategic Plan (provided outside of SAM People)
Annual Certificate in Safeguarding for Governors and Trustees	Statutory Safeguarding training in line with the latest Keeping Children Safe in Education (KCSIE) guidance	To confidently carry out responsibilities under the latest guidance	National College	Month 2	1 hour 50 mins	Online	Safeguarding & Child Protection Policy
KCSIE (Part 1 and Part 2)	Understand the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges	To confidently carry out responsibilities under the latest guidance	SAM People	Month 2	45 mins	Online	Safeguarding & Child Protection Policy
Prevent Duty Training	Understand the requirements set out in the Prevent duty and be able to recognise and respond to the signs of radicalisation.	To ensure compliance with the Prevent duty when carrying out responsibilities under the updated statutory guidance	Government	Month 3	30 mins	Online	Safeguarding & Child Protection Policy
Annual Certificate in Online Safety for Governors and Trustees	Understand the latest updates from 'Keeping children safe in education 2025' around online safety	To confidently carry out responsibilities under the latest guidance	The National College	Month 4	1 hour 45 mins	Online	Online Safety & Security Policy Safeguarding & Child Protection Policy

Cyber Security for Governors and Trustees	To understand what cyber security is, the different types of cyber threats, and the measures you can take to protect your organisation from harm	Awareness around the best ways to protect and reduce potential cyber security threats	National College	Month 5	1 hour	Online	Cyber Response Policy and Plan
Certificate in Data Protection & GDPR for Governors and Trustees	Provides knowledge and skills to ensure compliance with legal responsibilities in protecting personal data.	To confidently carry out responsibilities under the latest guidance	The National College	Month 5	1 hour	Online	Data Protection Policy Data Retention Policy GDPR Privacy Policy
Health and Safety for Link Governors	Understanding Health and Safety including the latest updates to legislation	Knowledge and skills to ensure adherence to all your health and safety regulations	National College	Month 6	1 hour 5 mins	Online	Health and Safety Policy

19: Director and Governor Annual Statutory Training

Our Director and Governor Annual Statutory Training program has been meticulously designed to equip Governors and Directors with the knowledge and skills required to fulfil their statutory responsibilities effectively.

To ensure a manageable workload and take into account that these roles are volunteer, the training is thoughtfully mapped over a six-month period. This approach ensures training is spaced over a period of time, recognising the time and support that is already given up generously by Governors and Directors.

Governors and Directors can choose to complete the training sooner if they wish to do so, however the dates detailed within the table detail months in which the training is required to be completed.

This training is statutory and required by all Governors and Directors which is why we are utilising National College to support self-study and online training to provide flexibility.

The Annual Statutory Training covers the following:

- Understanding Changes and Updates to the Keeping Children Safe in Education
- Safeguarding and Child Protection
- Prevent
- Governance and Scheme of Delegation
- Special Educational Needs and Disabilities (SEND) Provision
- Health and Safety
- Cyber Security
- Data Protection
- Online Safety
- Safer Recruitment

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Director and Governor Annual Statutory Training

Academic Year	Applicable To	Training or Policy	Title	Details	Location	How this is recorded	Deadline	Linked policies to be read via SAMPeople
Autumn Term 1	All Members, Directors and Governors	DBS Check	Annual Self-Disclosure – Ever Green Check	Google Form for staff to confirm no changes to DBS	Google Form	Recorded via Google Form	Friday 4th September 2026	N/A
	All Members, Directors and Governors	Declaration of Interest	Declaration of Business and Pecuniary Interests	All staff to have declared any business or pecuniary interests	Google Form	Recorded on Google Form	Friday 18th September 2026	N/A
	All Governors and Directors	Training	Safeguarding and Child Protection Training	Colleagues will complete online recorded webinar from Head of Safeguarding	National College	Recorded on National College	Friday 18th September 2026	Safeguarding and Child Protection Policy
	All Governors and Directors	Training	Prevent Training	Annual Certificate in Understanding the Prevent Duty 2026 – National College course.	National College	Recorded on National College	Friday 18th September 2026	Safeguarding and Child Protection Policy
	Directors and Members **ONLY**	Policy	Academy Trust Handbook Schedule of Musts	Directors and Members **only** requiring them to read and sign off on the updated Academy Trust Handbook (ATH) 'Schedule of Musts'.	SAMPeople	Recorded on SAMPeople	Friday 18th September 2026	Academy Trust Handbook
	All Members, Directors and Governors (with the exception of **below**)	Policy	KCSIE Part 1 and 2	Read and understand changes in Keeping Children Safe In Education 2026	SAMPeople	Recorded on SAMPeople	Friday 18th September 2026	Safeguarding and Child Protection Policy KCSIE Update
	Directors and Governors on Recruitment Panels	Policy	KCSIE Part 3	Read and understand changes in Keeping Children Safe in Education 2026	SAMPeople	Recorded on SAMPeople	Friday 18th September 2026	Safeguarding and Child Protection Policy KCSIE Update
	Chair of Directors, Safeguarding Link Director, Chair of Governors, Safeguarding Link Governor	Policy	Full KCSIE	Read and understand changes in Keeping Children Safe In Education 2026	SAMPeople	Recorded on SAMPeople	Friday 18th September 2026	Full KCSIE 2026
	All Governors	Policy	Academy Safeguarding Policy	Read and understand policy	SAMPeople	Recorded on SAMPeople	Friday 18th September 2026	Academy Safeguarding Policy
	Members and Directors	Policy	Trust Safeguarding Policy	Read and understand policy	SAMPeople	Recorded on SAMPeople	Friday 18th September 2026	Trust Safeguarding Policy
	All Directors and Governors	Policy	Scheme of Delegation, the LGB, Committees, Governor Monitoring and Expectations	Deputy CEO	Online Google meeting on 9th September, but recording will be on	Recorded on National College	9th October 2026	Scheme of Delegation Governance Handbook

					National College			
	Chair of Directors, Safeguarding Link Director, Chair of Governors, Safeguarding Link Governor	Training	Advanced Safeguarding	Advanced Safeguarding Training – National College course.	National College	Recorded on National College	24th October 2026	Scheme of Delegation Governance Handbook
Academic Year	Applicable To	Training or Policy	Title	Details	Location	How this is recorded	Deadline	Linked policies to be read via SAMPeople
Autumn Term 2	Chair of Directors, Safeguarding Link Director, Chair of Governors, Safeguarding Link Governor	Training	Advanced Prevent Training	Watch Roxanna Khan safeguarding video on National College.	National College	Recorded on National College	24th October 2026	Safeguarding and Child Protection Policy
	Health and Safety Link Director and Link Governors	Training	Health and Safety for Link Governors	Understanding Health and Safety, including the latest updates to legislation.	National College	Recorded on National College	30th November 2026	Health and Safety Policy
	Inclusion Link Director and Link Governors	Training	Certificate in the role of the SEND Link Governor or Trustee	Understand the responsibilities of a SEND Governor and consider the ways in which SEND provision can be supported.	National College	Recorded on National College	30th November 2026	SEND Policy and Information Report
	All Governors and Directors	Training	Cyber Security Training	Watch NCSC Cyber Security Training Video	National College	Recorded on National College	19th December 2026	Cyber Response Policy and Plan
Academic Year	Applicable To	Training or Policy	Title	Details	Location	How this is recorded	Deadline	Linked policies to be read via SAMPeople
Spring Term 1	All Directors and Governors	Training	Data Protection Training	Annual Certificate in Data Protection and GDPR for Governors 26/27 – National College course.	National College	Recorded on National College	31st January 2027	Data Protection Policy GDPR Privacy Policy
	All Directors and Governors	Training	Online Safety Training **(every 3 years)**	Annual Online Safety Certificate for Governors 26/27 – National College course.	National College	Recorded on National College	28th February 2027	Online Safety and Security Policy Safeguarding and Child Protection Policy
	Directors and Governors who sit on recruitment panels	Training	Safer Recruitment Training **(every 2 years)**	Annual Certificate in Safer Recruitment 26/27 – National College course.	National College	Recorded on National College	31st March 2027	Safeguarding and Child Protection Policy

20: Governance Training - CPD

Accessing Your Training

The Director of Governance and Corporate Affairs (DGCA) will provide Directors & Governors with access to their mandatory training. As a Trust, we are members of The National College, which is a source of online training and resources. The DGCA will provide Directors & Governors with details of how to register and distribute logins accordingly. In addition to the above modules, Governors may find there are other training modules they wish to undertake, particularly for Link Governors who can access training relevant to their role.

Tracking of Training Completion

At every full Board meeting and at every LGB meeting an update on training completion will be tabled and shared. This is to enable Chairs to track and chase any outstanding training at more regular intervals.

Governance Annual CPD Training Programme

In addition to the above mandatory training, the Trust also encourages Directors and Governors to attend it's CPD training sessions advertised within its annual training programme.

These non-mandatory sessions are free of charge to all governors across the Trust and have been carefully selected to enhance knowledge and skills across our governance structure. They also provide an excellent opportunity to network with other Directors and Governors.

Workshops cover key topics including:

- Academy Improvement and Data Outcomes
- Exclusions and Suspensions Framework
- Formal Complaints
- Financial Management
- Risk Management
- Strategic Estates Management
- Operational Compliance

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Director and Governor CPD Training

We organise Continuing Professional Development (CPD) training specifically designed for Directors and Governors to support their ongoing learning and effectiveness in their governance role. Our training sessions cover a range of relevant topics, governance best practices, legal responsibilities, and effective decision-making. These sessions are tailored to ensure Directors and Governors are equipped with up-to-date knowledge and skills that enhance their ability to contribute positively to their organisations.

Academic Year	Colleague Type	Training or Policy	Title	Deliverer	Location	Attendance is recorded	Date and Time	Linked Policies
Autumn Term 1	All Directors & Governors	Policy	Scheme of Delegation, the LGB, Committees, Governor Monitoring and Expectations	Deputy CEO	Online Google Meeting	Recorded on National College	9th September 2026 6-7:30pm	Scheme of Delegation Governance Handbook
	All Link Directors & Governors	Training	Governor Safeguarding Twilight Briefing	Head of Safeguarding	Online Google Meeting	Recorded on National College	22nd September 4-5pm	Academy Safeguarding Policy Trust Safeguarding Policy
	All Directors & Governors	Training	The Importance of the Academy Development Plan (ADP) and Governor Monitoring	Director of Education and Inclusion	Online Google Meeting	Recorded on National College	23rd September 2026 6-7:30pm	Academy Development Plan
	All Directors & Secondary Governors	Training	The New Ofsted Framework and Navigating School Report Cards	Director of Education and Inclusion	Online Google Meeting	Recorded on National College	6th October 2026 6-7:30pm	Ofsted Framework
	All Directors & Governors	Training	Recruitment and SAM People	Deputy CEO and People and Wellbeing Manager	Online Google Meeting	Recorded on National College	14th October 2026 6-6:45pm	Safer Recruitment
Academic Year	**Colleague Type**	**Training or Policy**	**Title**	**Details**	**Location**	**How attendance is recorded**	**Date**	
Autumn Term 2	All Directors & Governors	Training	Understanding School Improvement Data	Director of Education and Inclusion	Online Google Meeting	Recorded on National College	11th November 2026 6-7:30pm	Education Data and Ofsted Framework
Academic Year	**Colleague Type**	**Training or Policy**	**Title**	**Details**	**Location**	**How attendance is recorded**	**Date**	
Spring Term 1	All Directors & Governors	Training	Panel Member Training	AdvancedHR	Online Google Meeting	Recorded on National College	13th January 2027 6-7:30pm	Complaints Policy Staff Disciplinary Policy
Academic Year	**Colleague Type**	**Training or Policy**	**Title**	**Details**	**Location**	**How attendance is recorded**	**Date**	
Spring Term 2	All Directors & Governors	Training	SEND Legislation and the Law - SEND Legislation Part 1: Statutory Duties and The Law	Browne Jacobson	Online Google Meeting	Recorded on National College	3rd March 2027 6-7:30pm	SEND Policy and Information Report
Academic Year	**Colleague Type**	**Training or Policy**	**Title**	**Details**	**Location**	**How attendance is recorded**	**Date**	
Summer Term 1	All Directors & Governors	Training	SEND Legislation and the Law - SEND Legislation Part 2: High-Needs Funding, Tribunes and Accountability	Browne Jacobson	Online Google Meeting	Recorded on National College	22nd April 2027 6-7:30pm	SEND Policy and Information Report

21. Terms of Reference for the Annual General Meeting

21.1 Annual General Meeting (AGM)

Purpose and Scope

- To ensure that the Trust's charitable object is carried out.
- To oversee the achievement of the Trust.
- To oversee the performance of the Directors.

Composition

- The agreed Governance Structure consists of five Members.
- Members and Directors are invited to the Annual General Meeting.
- The AGM will be quorate when no less than three Members are present.

Meeting Frequency

- The AGM will take place annually, in December in line with the Governance Calendar.
- Members may choose to meet at other times in line with the Articles of Association.

Summary Delegations

- The Members will receive the Annual Accounts from the Board of Directors.
- The Members will approve any requests in line with the Articles of Association.
- Appointing or removing Members.
- Appointing or removing Directors.
- Reviewing role description for Members.
- Approving recommendations for changes to the Articles of Association.
- Approving recommendations for a change in the name of the Trust.

Administration

- The meeting will be clerked by the Governance Professional for the Trust Board.

22: Terms of Reference for the Board of Directors

Terms of Reference for the Board of Directors

1. General

1.1 Develop and implement a written scheme of delegation of its financial powers and duties to Local Governing Boards, CEO, DCEO and CFO. The scheme must satisfy Exceed Learning Partnership's ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the Trust. The Scheme of Delegation should be operated in conjunction with the Financial Regulations of Exceed Learning Partnership.

1.2 Develop and implement a Governance Structure that includes the following committees which operate within the Scheme of Delegation:

- Audit and Risk Committee
- Finance and Operations Committee
- Education and Standards Committee
- Pay and Performance Committee
- Local Governing Boards and its Local Committees

2. Vision

2.1 To set out the vision for the Trust and its application at both Trust and Academy levels.
2.2 To shape the strategic planning for the Trust and provide the necessary guidance, support and challenge with the improvement planning process within each Academy.

3. Compliance

3.1 To ensure compliance with all statutory regulations including all charity and company laws and all health and safety legislation.
3.2 To exercise overall responsibility for the health, safety and welfare of all staff, students and visitors to Trust premises and activities.
3.3 To ensure compliance with the provisions of the Articles and the Funding Agreements
3.4 To ensure compliance with the Academies Trust Handbook.
3.5 To ensure that the Annual Directors' Report and Financial Statements comply with the EFSA Accounts Direction and Charities Statement of Recommended Practice (SORP).
3.6 To ensure that Members, Directors and Governors operate within the agreed code of conduct (based on NGA).

4. Governance

4.1 To elect a Chair and Vice Chair of Exceed Learning Partnership's Board of Directors – advisable term of office is 3 years in order to achieve objectivity within the role.
4.2 To ensure processes are in place for the appointment of Directors of the Trust and Governors of the LGB.
4.3 To implement a policy for the appraisal of Directors.
4.4 To appoint the Accounting Officer for the Trust.
4.5 To ensure that LGBs appoint a Governor with specific responsibility for:

- Safeguarding
- Inclusion (Incl. Pupil Premium and SEND)
- Health and Safety and Compliance
- Curriculum and Standards
- Finance & Expenditure
- Wellbeing
- Careers (Secondary Academy)

4.6 To hold at least 4 meetings per year (including the AGM for members only).

4.7 To appoint the Governance Professional to clerk for:

- Exceed Learning Partnership Board (plus meetings for Members)
- Audit and Risk Committee
- Finance and Operations Committee
- Education and Standards Committee
- Pay and Performance Committee
- Full Local Governing Boards
- Local Business, Operations and Risk Committee (Summary: actions, key decisions & risk identified)
- Local Education and Standards (Summary: actions, key decisions & risk identified)

4.8 To ensure a Chair is appointed by each LGB in line with Trust processes and procedures.

4.9 To monitor the performance of the LGB, and, if necessary, withdraw delegated powers from the LGB and if required replace it with an Interim Education Improvement Board.

5. Policies

5.1 To set HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each Academy, including the pay and appraisal policies.

5.2 To set and review the curriculum and standards to be achieved by the Academies (in consultation with the LGB).

5.3 To determine the admissions policy and arrangements for the Academies (in accordance with admissions law and the DfE codes of practice).

5.4 To determine a Trust wide DBS policy as set out in the Academies Trust Handbook.

5.5 To set other Trust wide policies such as Complaints, Health and Safety, Safeguarding and Child Protection.

5.6 Policy approval will be distributed between the Directors Full Board and Director Committees.

Policies each committee are responsible for will be detailed within the Trust Policy Index, with the Directors Board responsible for wider group and statutory policies including:

- Academy Safeguarding and Child Protection Policy
- Admissions Policy
- Code of Conduct for Trust Members, Directors and Governing Bodies
- Director and Governor Allowance Policy
- Director and Governor Welcome Policy
- Director/Governor Visit Policy
- Equality and Diversity Policy
- Governance Handbook
- Low Level Concerns Policy
- Safer Recruitment Policy
- Scheme of Delegation
- Staff Code of Conduct

- Suspensions and Exclusions Policy
- Trust Safeguarding and Child Protection Policy
- Trust Concerns and Complaints Policy

6. Staffing

6.1 To consider permanent changes on an annual basis to ELP's staffing structure and make recommendations to the ELP Board.
6.2 To receive staffing updates from the CEO at each meeting to include: long term absence, vacancies and staff recruitment.
6.3 To support the recruitment and appointment process.
6.4 To provide quality assurance of the recommendations made by the Pay Review Committee.
6.5 To approve the pay progression following a recommendation from the Pay and Performance Committee.
6.6 To consider special leave of absence requests and to delegate to the Principal or each Academy, responsibility for short term leave of absence requests.
6.7 To undertake the appointment process for the CEO/DCEO/CFO/DOEI.
6.8 To establish processes for making appointments within the Trust and each of the Academies.
6.9 To appoint the CEO /DCEO/Principals. The Board of Directors may delegate the recruitment of all other roles in the Trust to CEO/DCEO or LGB.
6.10 To approve the appointment of the Principal/Executive Principal at any of the Academies.
6.11 To appoint the Head of Governance and the Governance Professional to the Board of Directors.

7. HR and Performance Management

7.1 To establish policy for managing the performance of staff in each of the Academies.
7.2 To ensure that a programme of Personalised Professional Learning and Development (PPLD) is developed across the Trust.
7.3 To manage any claims and disputes involving staff across the Trust, including matters of suspension.

8. Media and Public Relations

8.1 To oversee all public relations activities to project the activities of the Trust and the Academies to the wider community.
8.2 Financial Forecasts/Budgetary Control.
8.3 To appoint banking providers and agree arrangements and signatories across the Trust.
8.4 To formally approve the annual ELP budget forecast for submission to the DfE by the due date of each financial year.
8.5 To consider budgetary management reports from the CEO/CFO, with relevant explanations and documentation where required.
8.6 To ensure that details of any variations approved and authorised by the Board of Directors are formally notified to the Local Governing Board.

9. Purchasing and Servicing

9.1 To maintain a Register of Business Interest for all Members, Directors, Governors and staff of the ELP and local Governing Boards (which should be included in the Statutory Books).
9.2 To work in conjunction with the Chief Finance Officer, to ensure that procurement arrangements are included in ELP Financial Regulations.
9.3 To maintain sufficient records and make sufficient disclosures in their accounts, to evidence any connected

party transactions.

9.4 To authorise the award of tenders in line with the Trusts Finance Policy.

9.5 To ensure that tenders other than the most financially favourable or late tenders, can only be accepted by ELP and that they shall minute the reasons for their decision.

9.6 To determine the extent of the services provided to the Academies by the Trust and how the costs should be allocated.

9.7 To oversee the effectiveness of the delivery of the central services.

10. Financial and Accounting Requirements

10.1 To approve the ELP Financial Regulations including appropriate financial policies.

10.2 To approve the level and authorisation of the write off of debts not collectable (the Secretary of State's prior approval is also required if debts to be written off are above the value set out in the annual funding letter).

10.3 To receive a risk register for the ELP Board and respond to recommendations as necessary.

10.4 To approve levels of borrowing as may be permitted by the Academies Trust Handbook, ensuring that it does not put property or assets as risk.

10.5 Budget Planning/ Budgetary Control

- To consider the funding letters received from the EFSA and to assess the implications for ELP and each respective Academy.
- To consider resource requests from local Governing Boards and prioritise these for inclusion in the financial plan.
- To review the 5-year budget forecasts, and annual budget forecast for each Academy within the Trust.
- To consider the draft consolidated budget forecast for the Trust, recommending its acceptance, or otherwise to the ELP Board.
- To consider financial management reports on the ELP and individual academy financial position at every meeting;
- taking appropriate action to contain expenditure with the budget and report to the ELP Board (in the event that there is no monthly meeting, to receive and review the monthly management accounts via email and respond to the Chief Finance Officer with an acceptance or not of the report).
- To consider ELP financial data with other Academy and DfE benchmarking data and challenge any significant variances on behalf of the ELP Board.
- To report to the ELP Board all significant financial matters and any actual or potential overspending.
- To consider investment opportunities for the Trust Reserves, making recommendation to the Board of Directors ensuring that security takes precedence over income maximisation.

10.6 Purchasing

- To authorise the award of individual items and contracts in line with the financial scheme of delegation.
- To oversee tendering processes for the procurement of alternative provision of ICT, Furnishings and other equipment.

10.7 Insurances

To ensure that the Trust and its Academies has adequate arrangements for insurance cover including arrangements for:

- Buildings & Contents
- Public Liability
- Employers Liability
- Governors Liability
- Professional Negligence
- Personal Accident, including educational activities and visits.

10.8 Security of Assets

- To ensure that the items procured by the Academies in the Trust, with a value of £500 or more, are entered on to the asset register
- To ensure that there are annual independent checks of asset and the asset register
- To authorise the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value of up to £5,000 and reporting such authorisation to the ELP Board.

10.9 Accounts and other Financial Returns

- To consider the requirements of the DfE Accounts Direction and contribute to the preparation of the ELP Annual Report
- To receive and review the draft financial statements presented by the External Auditor, making a recommendation to the Board, highlighting any significant issues that need to be brought to the attention of the Trust
- To ensure that the Financial Statements are submitted to the AGM in time to achieve a submission date to the Secretary of State by 31 December
- To review the submission of other financial and audit returns on behalf of the ELP, e.g., Abbreviated Accounts Return (AAR) and the Teachers' Pension Audit
- To track the Pupil Premium, Primary Sport spend across each Academy ensuring that it fully meets the criteria set and that the LGB/Trust can demonstrate impact.

11 Premises, Health & Safety

11.1 To develop an estate management strategy for the Academies that will identify the suitability of build and facilities in light of long-term curriculum needs and the need for and Availability of capital investment to meet their responsibility to ensure the buildings and facilities are maintained to a good standard.
11.2 To insure the land and buildings used by the Academies.
11.3 To ensure that the responsibilities for Health and Safety are fully met.
11.4 To monitor and review of procedures for Health & Safety at a Local Governing Board level.
11.5 To review the Trust's Health & Safety Policy.
11.6 To ensure that adequate resources are available to implement the aims and objectives of the above policy.
11.7 To review the Health & Safety Audit reports and ensure actions are completed by the Local Governing Board.
11.8 To receive a report on the annual review of the Academies Fire Policy and Fire Risk Register from the Local Governing Board.
11.9 To receive a report on the Risk Assessments in each academy from LGBs.
11.10 To ensure that actions are taken in respect of relevant health and safety legislation.
11.11 To advise the Local Governing Board on health and safety priorities identified from the annual review.
11.12 To ensure arrangements are in place for health and safety, including the use of premises by outside users by each Academy.
11.13 To evaluate reports on the effectiveness of services provided through relevant premises related SLAs and

contracts.

11.14 To receive health and safety reports from each Academy from the Principals.
11.15 To receive reports on the fire evacuation procedures.
11.16 To review Asset Management Plans for each Academy.
11.17 To review Accessibility Plans for each Academy.
11.18 To review training logs so that each Academy is compliant.

12. Education Standards

Main duties within Board meetings:

12.1 To monitor each term on the following:

- Data on attainment and achievement for all of the Trust's academies
- Academy improvement work, Teaching & Learning and leadership
- Overall performance of each of the academies
- Leadership standards
- Governance effectiveness
- The Trust quality improvement and intervention strategies and plans
- External Reports each Term
- Inclusion incl. Pupil Premium and SEND
- Disadvantaged Pupils and gap analysis
- Partnership working
- Admissions
- Safeguarding arrangements
- Community engagement

12.2 The Board of Directors may use exception reporting in relation to receiving performance information to fulfil its detailed responsibilities. The Board will receive a summary of positive performance to accompany exception reports.

Performance

12.3 To monitor and review the achievement of strategic objectives, in particular the overview of performance against quantitative and qualitative benchmarks for key indicators/ outcomes and the Ofsted framework, providing challenge and recommending remedial actions where required in line with the Academy Improvement Plan.
12.4 To determine the educational performance targets for each of the academies within the Trust (in consultation with the LGB).
12.5 To evaluate Academy performance against the key performance indicators set by the Trust (in consultation with LGB).
12.6 To oversee the performance, standards and outcomes on a Trust and individual academy basis.

Curriculum Standards, Teaching & Learning

12.7 To monitor the Academies' statutory requirements in relation to their curriculum offer.

- To review the quality of Teaching and Learning in each academy
- To review other curriculum issues such as spiritual, moral, social and cultural development
- To review extra-curricular activities

- To review each the monitoring evidence to support improvement in all of the above
- To review provision for SEND across the Trust and ensure statutory compliance of the website (Local SEND offer, academy policies etc.)
- To review Pupil Premium Statements and ensure statutory compliance of the website (Pupil Premium Strategy, Action plans etc.).
- To review the use of Sports Premium and ensure statutory compliance of the website (PE and Sports Premium statements etc.).
- To review the Assessment and tracking of pupils across the trust

12.8 The Directors Board will unpick, review and approve Trust's policies in relation to Safeguarding, Statutory and Curriculum Statement including:

- Academy Safeguarding and Child Protection Policy
- Admissions Policy
- Code of Conduct for Trust Members, Directors and Governing Bodies
- Director and Governor Allowance Policy
- Director and Governor Welcome Policy
- Director/Governor Visit Policy
- Equality and Diversity Policy
- Governance Handbook
- Low Level Concerns Policy
- Safer Recruitment Policy
- Scheme of Delegation
- Staff Code of Conduct
- Suspensions and Exclusions Policy
- Trust Safeguarding and Child Protection Policy
- Trust Concerns and Complaints Policy

Remaining Trust Policies are allocated to Directors Committees and detailed within the Terms of Reference for these Committees.

Self-Assessment and Review

12.9 To receive self-evaluation reports (CEO's / Principal Reports) on the overall performance of each Academy

13.0 To receive progress reports on the implementation of post-Ofsted action plans and any other formal evaluation reports related to the quality and achievement of learning cross the Trust, to further inform and develop the Trust's Quality Improvement Plans and strategies.

23. Terms of Reference for the Directors Audit and Risk Committee

1.1 The Board of Directors (the Directors) of Exceed Learning Partnership Trust (the Trust Board) hereby resolves to establish a committee of the Trust Board to be known as the Audit and Risk Committee (the Committee).

1.2 The committee will discharge its duties by following the terms of reference as set out within this document and the ELP Governance Framework and Handbook.

2. Membership

2.1 The Committee shall have a minimum of three members that will consist of Directors from the Trust Board

2.2 Subject to paragraph 2.3, the Committee shall at the first meeting of each academic year elect a member to act as chair of the Committee (the Chair). The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.

2.3 No person may act as Chair under paragraph 2.2 unless they are also a member of the Trust Board.

2.4 The Chair of Directors shall ensure that the Governance Professional is present to take minutes at meetings of the Committee.

2.5 The Committee may invite attendance at meetings from persons who are not Directors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

2.6 The CEO, CFO and DCEO are required to attend all meetings in an advisory capacity.

3. Remit and responsibilities of the Committee

3.1 The Committee shall be responsible for the matters set out in Schedule 1.

4. Proceedings of Committee Meetings

4.1 The Committee will meet as often as is necessary to fulfil its responsibilities but at least once a term, three times a year

4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.

4.3 The quorum for the transaction of the business of the Committee shall be two or more Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the Committee is quorate.

4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.

4.5 Each committee member present shall be entitled to one vote.

4.6 Where there is an equal division of votes the Chair shall have a casting vote.

4.7 A register of attendance shall be kept for each Committee meeting and published annually.

5. Authority

5.1 The Committee is authorised by the Trust Board to:

5.1.1 carry on any activity authorised by these terms of reference; and

5.1.2 seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made.

Working with the Governance Professional the Committee will:

6.1.1 produce and agree minutes of its meetings;
6.1.2 provide a summary document identifying (i) decisions made, (ii) recommendations to the Trust Board, (iii) any items for the information of the Trust Board and (iv) items for further discussion by the Trust Board (together called the "Committee Reports").
6.2 The Committee Reports can be agreed by Committee members by email.
6.3 The Committee Reports will be sent to the LGB within 14 working days following each Committee meeting.
6.4 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.
6.5 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

Schedule 1 - Responsibilities of the Audit and Risk Committee

The Audit and Risk Committee is a sub-committee of the main Board of Directors. The committee will discharge its duties by following the terms of reference as set out in the Governance Framework and Handbook as follows:

- To advise the Trust Board on the appointment, re-appointment of the external, internal and regularity auditor.
- To receive and consider the annual Audit Report and put in place an action plan or review the management response to any recommendations from the audit.
- To regularly monitor progress regarding any outstanding audit recommendations to ensure that any delays to agreed implementation dates are reasonable.
- To ensure that LGB and committees include agenda items and minutes relating to the review of risks specific to their remit at least once per term.
- To ensure that the external auditor has the fullest co-operation of staff.
- To review the effectiveness of the Trusts internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner.
- To ensure that the Trusts internal audit service meets, or exceeds, the standards specified in the Government Internal Audit Manual, complies in all other respects with these guidelines and meets agreed levels of service.
- To consider internal audit reports and the arrangements for their implementation.
- To review the operation of the Trust's code of practice for board members and code of conduct for staff.
- Monitor the integrity of the financial statements
- Review internal financial control and directing the trust's programme of internal audit scrutiny.
- Reviewing the academy's internal control and risk management systems reporting to the trust board on the adequacy of the trust's controls.
- Oversee and approve the trust's programme of internal scrutiny
- Ensure that risks are being addressed appropriately through internal scrutiny
- Report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks.
- To review the action and implementation of risk management policy across the Academy Trust, reporting to the Trust board on the adequacy of the Trust's management of risk.
- Making recommendations to the governing body in relation to the appointment, reappointment and removal of the external auditor and approve the remuneration and terms of engagement of the auditor.
- Reviewing the auditor's independence and objectivity.
- To manage, monitor and maintain a risk register on behalf of the Trust board, making

- recommendations for action as deemed necessary.
- To consider any other matters were requested to do so by the board.
- To report at least once per term to the Board on the discharge of the above duties.
- To review, unpick and approve the following policies:

  - Business Continuity Plan
  - Cyber Response Policy
  - Data Protection Policy
  - Data Retention Policy
  - Emergency Plan Local Lockdown (Academy Template)
  - Emergency Plan Local Lockdown (Trust office version)
  - GDPR Privacy Policy
  - Information Security Policy
  - Online Security and Safety Policy
  - Photography and Digital Media Policy
  - Publication Scheme and Freedom of Information Policy
  - Risk Management Policy
  - Use of Biometrics Policy

24. Terms of Reference for the Directors Finance and Operations Committee

1. The Board of Directors (the Directors) of Exceed Learning Partnership Trust (the Trust Board) hereby resolves to establish a committee of the Trust Board to be known as the Finance and Operations Committee (the Committee).

1.1 The committee will discharge its duties by following the terms of reference as set out within this document.

2. Membership

2.1 The Committee shall have a minimum of three members that will consist of Directors from the Trust Board

2.2 Subject to paragraph 2.3, the Committee shall at the first meeting of each academic year elect a member to act as chair of the Committee (the Chair). The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.

2.3 No person may act as Chair under paragraph 2.2 unless they are also a member of the Trust Board.

2.4 The Chair of Directors shall ensure that the Governance Professional is present to take minutes at meetings of the Committee.

2.5 The Committee may invite attendance at meetings from persons who are not Directors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

2.6 The CEO, DCEO and CFO are required to attend meetings in an advisory capacity.

3. Remit and responsibilities of the Committee

3.1 The Committee shall be responsible for the matters set out in Schedule 1.

4. Proceedings of Committee meetings

4.1 The Committee will meet as often as is necessary to fulfil its responsibilities but at least once a term, three times a year

4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.

4.3 The quorum for the transaction of the business of the Committee shall be two or more Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the Committee is quorate.

4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.

4.5 Each committee member present shall be entitled to one vote.

4.6 Where there is an equal division of votes the Chair shall have a casting vote.

4.7 A register of attendance shall be kept for each Committee meeting and published annually.

5. Authority

5.1 The Committee is authorised by the Trust Board to:

5.1.1 carry on any activity authorised by these terms of reference; and

5.1.2 seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made.

6. Reporting Procedures

6.1 Within 14 working days of each meeting, working with the Governance Professional the Committee will:

6.1.1 produce and agree minutes of its meetings;

6.1.2 provide a summary document identifying (i) decisions made, (ii) recommendations to the Trust Board, (iii) any items for the information of the Trust Board and (iv) items for further discussion by the Trust Board. (Together called the "Committee Reports").

6.2 The Committee Reports can be agreed by Committee members by email.

6.3 The Committee Reports will be sent to the Trust Board within 25 working days following each Committee meeting.

6.4 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.

6.5 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

Schedule 1 - Responsibilities of the Finance and Operations Committee

The Finance Committee is a sub-committee of the main Board of Directors and has been delegated duties from the main Board of Directors. The committee will discharge its duties by following the terms of reference as follows:

a) The overall finances of Exceed Learning Partnership, including:

- To receive and scrutinise the annual and three-year budget (to provide recommendation to the Board of Directors) and monitoring of that budget
- Charging policy; income generation policy; lettings policy
- Financial procedures (including compliance with the DfE Guidance); delegation of spending
- authority and associated policies
- Policy and decisions regarding contracts and service level agreements
- Insurance arrangements
- Governors' expenses policy
- The external finance audit including the appointment of external finance auditors (for recommendation to Members/Directors)
- The preparation of the annual report and accounts (for presentation to Directors)
- Policy and procedures in respect of internal financial controls and internal finance audit functions
- Compliance with statutory and other required procedures.
- To receive Business Cases to access Reserves, and assess the need, requirements in line with the Trusts Financial Policies and Procedures.
- To authorise the award of tenders in line with the Trusts Finance Policy.
- To ensure that tenders other than the most financially favourable or late tenders, can only be accepted by ELP and that they shall minute the reasons for their decision.
- To determine the extent of the services provided to the Academies by the Trust and how the costs should be allocated.

b) The Personnel of Exceed Learning Partnership MAT including oversight of:

- Staff recruitment procedures
- Staff appointments procedures
- Equal opportunities
- Performance management arrangements
- Employment contractual matters
- Salary Sacrifice Schemes
- Staff well-being and retention strategies.

c) The Premises of Exceed Learning Partnership MAT

- To advise Directors on priorities, including health and safety, for the maintenance of the existing

Academy buildings

- To oversee arrangements for repairs and maintenance
- To make recommendations on premises- related expenditure and approve spend in line with Finance Policy.
- In consultation with the Executive Team, oversee premises-related funding bids
- To oversee arrangements, including health and safety, for the use of the premises

d) Key targets agreed by Board members in respect of any of the above areas.

e) To review, unpick and approve the following policies:

- Anti-Fraud & Bribery Policy
- Charging & Remission Policy
- Competitive Tendering and Procurement Policy
- Credit Card Policy
- Debt Recovery Policy
- Dinner Money Policy
- Expenses Policy
- Family Leave Policy
- Finance Policy and Procedure
- Gifts and Hospitality Policy
- Health and Safety Addendum (Academies)
- Health and Safety Policy
- Hot Works Policy
- ICT Acceptable Use ICT Children/Pupils Policy
- ICT Acceptable Use ICT Staff, Visitors and governors Policy
- Investment Policy
- Leave of Absence for Staff
- Leaving Exceed Learning Partnership Policy
- Lettings Policy
- Local governing Board Financial Decisions Appeals Policy
- Lockdown Policy
- Lone Working Policy
- Managing Attendance at Work Policy and Procedure
- Managing Conflicts of Interest Policy
- Pensions Discretion Policy
- Reserves and Capital Funding Appeals Policy
- Reserves and Capital Funding Policy
- Social Media Policy
- Staff Capability Policy
- Staff Disciplinary Policy
- Staff Grievance Policy
- Staff Handbook
- Staff Pay Policy
- Staff Performance Management Policy (Business, Operations and Teaching Support)
- Staff Performance Management Policy (Teaching, Leadership and Executive Leaders)
- Structure Review and Redundancy Procedures
- Whistleblowing Policy

(f) Any other matters referred to it by Board members.

25. Terms of Reference for the Directors Education and Standards Committee

1.0 The Board of Directors (the Directors) of Exceed Learning Partnership Trust (the Trust Board) hereby resolves to establish a committee of the Trust Board to be known as the Education and Standards Committee (the Committee).

1.1 The Committee will discharge its duties by following the terms of reference as set out within this document and the ELP Governance Framework and Handbook.

2. Membership

2.1 The Committee shall have a minimum of three members that will consist of Directors from the Trust Board

2.2 Subject to paragraph 2.3, the Committee shall at the first meeting of each academic year elect a member to act as chair of the Committee (the Chair). The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.

2.3 No person may act as Chair under paragraph 2.2 unless they are also a member of the Trust Board.

2.4 The Chair of Directors shall ensure that the Governance Professional is present to take minutes at meetings of the Committee.

2.5 The Committee may invite attendance at meetings from persons who are not Directors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

2.6 The CEO or Director of Education and Inclusion are required to attend all meetings in an advisory capacity.

3. Remit and responsibilities of the Committee

3.1 The Committee shall be responsible for the matters set out in Schedule 1.

4. Proceedings of Committee meetings

4.1 The Committee will meet as often as is necessary to fulfil its responsibilities but at least once a term, three times a year

4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.

4.3 The quorum for the transaction of the business of the Committee shall be two or more Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the Committee is quorate.

4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.

4.5 Each committee member present shall be entitled to one vote.

4.6 Where there is an equal division of votes the Chair shall have a casting vote.

4.7 A register of attendance shall be kept for each Committee meeting and published annually.

5. Authority

5.1 The Committee is authorised by the Trust Board to:

5.1.1 carry on any activity authorised by these terms of reference; and

5.1.2 seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co- operate with any request made.

6. Reporting Procedures

6.1 Within 25 working days of each meeting, working with the Governance Professional the Committee will:

6.1.1 produce and agree minutes of its meetings;

6.1.2 provide a summary document identifying (i) decisions made, (ii) recommendations to the Trust Board, (iii) any items for the information of the Trust Board and (iv) items for further discussion by the Trust Board

(together called the "Committee Reports").

6.2 The Committee Reports can be agreed by Committee members by email.

6.3 The Committee Reports will be sent to the Trust Board within 25 working days following each Committee meeting.

6.4 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.

6.5 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

6.6 Schedule 1

Responsibilities of the Education & Standards Committee Targets

1 Recommending to the Trust Board for approval the educational targets of the Academies (in consultation with the Local Governing Boards)

Review

2 Monitoring and evaluating performance of the academies against KPIs set by the Trust Board (in consultation with the Local Governing Boards) in relation to academies and other matters.

3 Holding each academies leadership to account for Academy performance and quality of provision.

4 Monitoring and evaluating the overall effectiveness and efficiency of leadership and management at the academy.

5 Monitor and evaluate the impact of Pupil Premium funding on children's learning outcomes and wellbeing to ensure the best possible outcomes for pupils.

6 Receiving reports on the overall Performance management outcomes for each academy making any appropriate recommendations to the Trust Board.

7 Supporting and challenging the self- evaluation process including successes and areas for improvement with particular regard to outcomes and success criteria.

8 Considering the aims and priorities for raising standards of achievement in each of the academies' strategic plans through the Standards Review process.

Curriculum Issues & Other Matters

9 Receive reports (verbal or written as appropriate) on the quality of the curriculum and on provision in its widest sense and on the other excellent activity and experience i.e. without a numerical value.

10 Receiving reports from the Principals/ Headteachers and reviewing pupil attendance, behaviour, exclusions, and relevant disciplinary matters relating to each academy.

11 Directors reserve the right, where appropriate, to review and act upon any concerns in relation to other matters, including but not restricted to:

- SEND
- Publication of statutory requirements
- Policies
- SMSC (Spiritual, Moral, Social & Cultural Development)
- Pupil Behaviour
- CPD (Continuing Professional Development) for staff

Stakeholder Engagement

12 Promoting partnership working between parents / carers and the academies to promote high standards of attendance, behaviour and learning by pupils.

13 Receive reports from each academy on the views of pupils, parents / carers and other stakeholders as part of a programme of regular self-evaluation by the academies to assess its performance and that of the Trust against stated aims and objectives.

14 Ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall pupil experience.

15 Policies to review, unpick and review include:

- Attendance Policy
- Behaviour Strategy and Policies
- Part Time Timetable Policy
- SEND Policy
- Alternative Provision Policy
- Any Policy related to curriculum, teaching and learning, academy improvement.

General

15 Reviewing or investigating any other matters referred to the Committee by the Trust Board.

16 Drawing any significant recommendations and matters of concern to the attention of the Trust Board.

26. Terms of Reference for the Directors Pay and Performance Committee

1. **Purpose**

The purpose of the Pay and Performance Committee is to provide oversight of the Trust's Executive Pay and Performance Management arrangements, ensuring that all recommendations relating to Executive Leader remuneration are fair, transparent, evidence-based and compliant with statutory requirements, the Academy Trust Handbook and the Trust's Pay and Performance Management Policy.

The Committee will oversee the implementation of the Executive Leaders Pay and Performance Management Policy, conduct performance reviews where delegated, scrutinise evidence supporting pay recommendations and make recommendations to the Full Board of Directors. Final decisions regarding Executive remuneration remain the responsibility of the Full Board.

2. **Membership**

The Committee shall comprise a minimum of three Directors appointed by the Board. The Chair of the Board may be a member of the Committee but should not normally chair the Committee. The Chief Executive Officer may attend meetings where appropriate to provide professional advice on pay policy, benchmarking or organisational matters but must withdraw from any discussion or recommendation relating to their own remuneration or performance review.

Any Director or attendee with a conflict of interest, whether direct or indirect, must declare that interest and withdraw from the discussion and recommendation. Such withdrawals will be formally recorded in the minutes. Where appropriate, the Committee may be supported by an independent external adviser or reviewer to provide professional advice, benchmarking information and objective challenge.

3. **Meetings**

The Committee will normally meet annually during the Autumn Term to undertake Executive performance reviews and formulate pay recommendations; mid-year (Spring or Summer Term) to undertake developmental reviews of progress against objectives; and at such additional meetings as may be required to consider exceptional matters. The mid-year review is developmental and no pay decisions or recommendations will normally be made during this meeting.

4. **Terms of Reference**

The Committee shall:

- oversee the implementation of the Executive Leaders Pay and Performance Management Policy;
- keep the policy under annual review and recommend amendments to the Board where appropriate;
- ensure executive pay recommendations are reasonable, justifiable, proportionate and represent value for money;
- consider objective evidence of performance against agreed objectives and key performance indicators;
- review relevant benchmarking and market information when considering executive remuneration;
- have due regard to affordability, financial sustainability and the Trust's approved budget framework;
- review proportionality between executive remuneration and wider workforce pay;
- recommend executive pay progression and remuneration decisions to the Full Board;
- review proposals for any non-consolidated additional payments and ensure they satisfy the exceptional criteria contained within Trust policy;
- oversee arrangements for executive performance management and ensure consistency, fairness and compliance;
- ensure conflicts of interest are properly managed throughout the process; and

- monitor compliance with relevant legislation, the Academy Trust Handbook and Trust policies.

The Committee recommends executive remuneration but does not approve pay. Approval remains the responsibility of the Full Board.

5. **Responsibilities**

The Committee is responsible for:

- recommending amendments to the Executive Leaders Pay and Performance Management Policy to the Board;
- reviewing the effectiveness of the annual performance management process;
- ensuring executive objectives align with the Trust Strategic Plan and organisational priorities;
- scrutinising evidence supporting pay recommendations, including performance outcomes, leadership impact and strategic delivery;
- considering benchmarking evidence and external market data;
- ensuring recommendations are supported by objective evidence and are appropriately documented;
- ensuring remuneration recommendations are affordable and sustainable;
- recommending any exceptional non-consolidated payments where justified by evidence and policy;
- ensuring appropriate records are maintained to support transparency, audit and regulatory compliance;
- monitoring implementation of executive pay decisions approved by the Board;
- overseeing any independent review arrangements commissioned by the Trust; and
- recommending any necessary amendments arising from changes in legislation, DfE guidance or governance requirements.

6. **CEO Performance Review Responsibilities**

The Committee shall:

- undertake the annual performance review of the Chief Executive Officer;
- appoint and work alongside an appropriately qualified external adviser to provide independent professional challenge and advice;
- review progress against the previous year's objectives and strategic priorities;
- consider evidence including agreed KPIs, Trust performance, leadership impact and relevant 360° feedback themes;
- undertake a developmental mid-year review to monitor progress and identify any support or adjustments required;
- determine appropriate objectives for the forthcoming performance cycle, ensuring they are SMART and aligned to the Trust Strategic Plan;
- identify the CEO's professional development and support needs;
- make recommendations to the Full Board regarding any pay progression arising from the annual review;
- agree a written appraisal report following completion of the process;
- ensure all discussions, recommendations and conflicts of interest are properly documented; and
- ensure confidentiality is maintained throughout the appraisal process.
- Committee members undertaking Executive appraisal should receive appropriate governance and performance management training and be supported by external professional advice where appropriate.

7. **Appeals**

The Committee shall not hear appeals relating to its own recommendations.

Any appeal regarding Executive pay or performance review outcomes shall be heard in accordance with the Trust's Executive Leaders Pay and Performance Management Policy by an independent panel of Directors, or an independent external adjudicator where appropriate, who were not involved in the original recommendation.

7. **Reporting**

The Committee shall report to the Full Board following each meeting, providing:

- recommendations on Executive remuneration;
- confirmation that recommendations comply with Trust policy and governance requirements;
- any proposed policy amendments;
- assurance regarding the integrity of the performance management process; and
- any governance matters requiring Board consideration.

27. Terms of Reference for the Local Governing Board

1. General

1.1 Local Governing Boards (LGBs) will have oversight and scrutiny of their respective academy within an overall strategic direction and framework determined by the Board of Directors. LGBs can raise matters of concern or interest directly with Directors of the Board of Directors or respective committees.

1.2 If necessary, the Chair of an LGB can submit a paper for consideration or request an item to be raised for discussion at a Board meeting and where appropriate may attend to present the matter in person.

1.3 The Chair of the LGB will attend a Chair of Governors Board with other members of the academies to support the work of the Trust and have a voice in ensuring the best outcomes, procedures or resourcing is achieved across the Trust.

1.4 The Local Governing Body will hold 3 full meetings per year (Full Board during first half term) and in addition to this the Local Education and Standards Committee will meet 3 times per year (during the second half term), the Local Business and Operations Committee will meet 3 times per year (during the second half term), the Local Risk Committee will meet 3 times a year and the Local Pay and Performance Committee will meet twice per year.

2. LGB's delegated responsibilities:

Vision and Values

2.1 To carry forward and ensure the academy is adhering and permeating the Trust's vision and values,

2.2 To ensure the implementation of actions required to comply with all statutory regulations.

2.3 To assist the Directors in complying with the provision of the Funding Agreements where requested.

Governance

2.4 To appoint a Chair and Vice-chair of the LGB in consultation with the Trust.

2.5 To manage the appointment of all staff and parent governors in line with the Trust policy.

2.6 It is advisable that the Chair and Vice Chair have a 2-year term of office in order to achieve objectivity within the role.

2.7 Work with the Director of Governance and Corporate Affairs (DGCA) to ensure that there is an induction of new Governors, tailored to reflect the individual structure of the Academy.

2.8 To oversee all of the Academy's activities.

2.9 To hold the principal (as appropriate) and Academy leadership to account for the achievement, quality of teaching, behaviour and safety and leadership and management of the Academy.

2.10 To appoint an Academy Business and Operations Committee to oversee expenditure against priorities outlined within the Academy development Plan.

2.11 To appoint an Academy Education and Standards Committee to oversee performance and data against the educational priorities outlined within the Academy Development Plan.

2.12 To appoint an Academy Risk Committee to oversee the management of Risk thus ensuring awareness of risk underpins decision making across the Trust.

2.13 To appoint an Academy, Pay and Performance Committee to oversee the principal performance appraisal and staff performance appraisals.

2.14 To appoint Governors with specific areas of responsibility for:

Safeguarding Governor
The Safeguarding Governor is a member of the LGB who takes a special interest in the safeguarding and child protection policies and procedures of the Academy. This role is crucial in ensuring the safety and welfare of students and includes:

- Monitoring Safeguarding practice within the Academy to ensure it is robust, effective and consistently applied.
- Check the Academy's Safeguarding Policies are up to date, read by all colleagues and available on the website where necessary.
- Work with the DSL to stay informed about Safeguarding issues in the Academy.
- Report back to the Board on any Safeguarding issues and developments.
- Confirm that the Single Central Record is reviewed by the Principal on a termly basis and all relevant Safer Recruitment checks have been carried out. Evidence of this discussion should be captured in the monitoring report.
- Support the Academy in creating a culture of Safeguarding where all colleagues are aware of their role in relation to the latest KCSIE guidance.
- Participate in training and development opportunities, particularly those which are statutory.

Inclusion Governor
The Inclusion Governor is a member of the LGB who plays a crucial role in terms of overseeing and supporting provision available children with special educational needs and disabilities (SEND). In addition, this role seeks to ensure that the academy aDOEIts a culture of inclusivity for all pupils. It also looks at the academy's use of Pupil Premium funding to support disadvantage pupils.

Key aspect of the role includes:
<u>SEND</u>

- Monitor the effectiveness of the Academy's SEND Policy, Accessibility Plan and any other related policies checking that they are up to date, read by colleagues and available on the website where necessary.
- Act as a champion for children with SEND, monitoring their access to a balanced curriculum and that their needs are being met.
- Report back to the Board on any concerns, good practices and developments.
- Monitor SEND related training and the impact of this in relation to the effectiveness of supporting children with SEND.
- Engage with parents and carers of children with SEND ensuring their views are heard and considered by the full Local Board when making decisions and providing feedback to the Board of Directors.
- Monitor the effectiveness of policy in relation to inclusion ensuring that they support the inclusion of all pupils, including children with SEND.
- Monitor the academies culture in relation to diversity and the promotion of equality.
- Review pupil progress and attainment to understand pupils needs, including children with SEND are being met.

<u>Pupil Premium</u>

- Understand what Pupil Premium is including eligibility criteria, and how the funding should be used.
- Monitor and review the impact of how Pupil Premium funding is used within the academy and contribute to the strategy for its use.
- Review academy data relating to the performance of disadvantaged pupils, gaps in attainment and progress.
- Support leaders in evaluating and sustaining the impact of their strategies.

- Participate in training and development opportunities, particularly those which are statutory.

Health and Safety and Compliance Governor
The Health and Safety and Compliance Governor is a member of the LGB who takes a specific interest in the Academy complying with Health and Safety regulations so that the environment is safe for all. The role includes:

- Ensuring leaders have the appropriate measures and environment in place for the safety of the users of the Academy buildings and facilities.
- Checking of the Academy's Health and Safety Policies are up to date, read by all colleagues and available on the website where necessary.
- Monitoring the implementation of the Academy Health and Safety Policy, Health and Wellbeing Policy along with any other related polices to ensure they are robust, effective and consistently applied.
- Monitoring and reviewing Academy Risk Assessments, checking they are up to date and that sufficient measures are in place to mitigate identified risks.
- Monitoring and reviewing accident reporting checking policy and procedure is effectively implemented.
- Ensuring that Academy Leaders are maintaining the premises and facilities to a good standard, whilst ensuring that compliance with statutory risk assessments and procedures are put in place for managing:
  - Asbestos
  - Fire Risk Assessment (FRA)
  - Legionella
  - Other Risk Assessments related to premises maintenance and safety.
- Monitoring statutory training completion rates, ensuring colleagues are adequately training and aware of their responsibilities.
- Ensuring that Academy Leaders are responding to and preparing an action plan in response to recommendations made following any internal H & S inspections or areas of weakness identified by the ELP Premises and External Inspection.
- Referring to the most recent academy inspection reports monitor any non-compliance issues ensuring these are being effectively managed by the Academy.
- Ensuring the Academy is maintaining an up-to-date asset register
- Ensuring the Academy is disposing of assets in line with financial policies and scheme of delegation.
- Monitoring the effectiveness of emergency procedures including lockdown drills, fire drills and first aid that the academy has in place and ensuring they are being undertaken regularly.

Wellbeing Governor
The role of the Wellbeing Governor looks at health and wellbeing of pupils and staff. Key areas include:

- Support the academy to promote a culture of health and wellbeing for pupils and colleagues.
- Participate in training and development opportunities, particularly those which are statutory.
- Championing a whole-school approach to wellbeing, ensuring it's integrated into the school's ethos, policies, and practices.
- Contributing to the development and review of the school's wellbeing strategy.
- Acting as a link between the governing board and the school's senior leadership team on wellbeing matters.
- Communicating effectively with staff, students, parents, and external partners about wellbeing initiatives and resources.
- Ensuring that the views and concerns of stakeholders are considered in wellbeing decision-making.
- Providing support and guidance to the school's designated wellbeing lead or team.
- Signposting staff and students to appropriate sources of support for mental health and wellbeing.

- Promoting a positive and supportive school culture that prioritises wellbeing.
- Regularly reviewing data and feedback related to wellbeing to identify areas for improvement.
- Contributing to the school's self-evaluation process in relation to wellbeing.
- Ensuring that the school complies with statutory requirements regarding wellbeing and safeguarding.

Curriculum and Standards Governor

The Curriculum and Standards Governor is a member(s) of the LGB who monitors the academy's ability to meet education standards and that curriculum deliver is of the highest quality. Key areas include:

- To monitor and evaluate the standards and achievement of pupils and the impact of the quality of education provided. In all its business, the committee will take account of whether there has been a positive impact on the outcomes of the pupils.
- In carrying out its functions, the LGB will receive information and advice from the principal and other staff and will actively seek opportunities for wider consultation where appropriate.
- Monitor national educational standards and review academy data alongside this to ensure the academy meets or exceeds national.
- Monitor implementation of the curriculum to confirm it is broad and balanced and meets the needs of all pupils.
- Monitor the implementation of policies related to teaching and learning to gain an oversight of their effectiveness.
- To work with the Trust to determine the educational targets of the Academy including determination of the 'Academy Development Plan'.
- Monitor progress against the priorities set out within the Academy Development Plan and support the Principal and Senior Leadership team around the implementation of this.
- To continually monitor and evaluate the 'Academy Development Plan' highlighting potential risks to the Trust.
- Engage with stakeholders i.e. pupils, parents, community ensuring their views are heard and considered by the full Local Board when making decisions and providing feedback to the Board of Directors.
- Participate in training and development opportunities, particularly those which are statutory.
- High quality evidence will be produced for the meetings using termly strategic reports produced by the Academy Leadership team. Discussing the targets set for all cohorts to ensure they are as aspirational as possible for all students/pupils:
    - Ensuring all governors have a good understanding of pupil achievement in relation to national standards and all schools nationally
    - Monitoring pupil progress in relation to the targets set and with specific reference to particular groups
    - Monitoring the impact/outcome of the curriculum and teaching on pupils' learning and achievement
    - Monitoring progress in meeting the key issues identified by any internal or external quality assurance/monitoring
    - Reviewing and evaluating the effectiveness of specific support and intervention;
    - Receiving regular reports from the Principal on the monitoring of the quality of teaching and learning and how teaching and learning is impacting on key improvement priorities
    - Monitoring and evaluating the impact of the academy's provision for vulnerable groups e.g. special educational needs, cared for pupils, pupils in receipt of support through pupil premium funding
    - Monitoring the impact of the strategies developed to improve pupil attendance and progress towards attendance targets
    - Monitoring and reviewing any curriculum developments in line with the evolving government

agenda
- Reviewing and monitoring relevant areas of the Academy Development Plan
- Requesting and receiving reports, as and when required, from key members of staff e.g., Senior or Subject Leaders
- Ensuring that parents receive the results of statutory assessments, annual report on learner's educational achievements and information about the academy through the prospectus and academy profile
- Ensuring that all learners receive the full statutory curriculum as agreed with the Local Governing Board
- Reviewing and monitoring the impact of any relevant policies and or protocols.

Careers Governor (Secondary Academy)
The Careers Governor is a member of a Secondary School LGB who monitors the academy's careers education, information, advice, and guidance (CEIAG) programme. The role includes:

- Monitoring the academies approach to ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11.
- Reviewing the arrangements that are written in policy to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

Sustainability Governor
The Sustainability Governor is a member of the LGB who monitors how the academy fulfils the expectations of the Department for Education's *Sustainability and Climate Change Strategy* (2022). This role ensures that sustainability is embedded in governance, policy, and practice, supporting the national ambition for the education sector to be world-leading in sustainability and climate change by 2030. The areas include:

- Overseeing the development, implementation, and monitoring of the Academy Climate Action Plan.
- Scrutinising how climate education and green skills are embedded across the curriculum and linked to future careers.
- Holding leaders to account for reducing the environmental impact of the education estate, digital infrastructure, supply chain, and operations.
- Checking sustainability considerations are incorporated into local decision making and planning.
- Monitoring progress against agreed sustainability targets and ensure regular reporting to the Board.
- Supporting opportunities for international collaboration and the sharing of good practice in sustainability and climate change.

Wraparound Provision Governor

The Wraparound Provision Governor is a member of the LGB who provides strategic oversight and assurance on the Academy's before- and after-school childcare provision, ensuring it aligns with Department for Education (DfE) guidance and extended school delivery expectations. This role is crucial in holding leaders to account for ensuring wraparound care is safe, accessible, sustainable, and integrated into the wider academy culture, while operating strictly in line with the Trust's Assurance Framework and without taking on operational, day-to-day management responsibilities.

Key aspects of the role include:

- **Trust Assurance Framework & Compliance:** Provide robust governance oversight in alignment with the Trust Assurance Framework, seeking assurance that the Academy's wraparound care model complies with Trust standards, relevant statutory regulations, Ofsted registration requirements, and current DfE guidance.
- **Safeguarding & Pupil Welfare:** Gain assurance that robust safeguarding, first aid, behavior, and child protection policies are consistently applied during wraparound hours, and that clear reporting links exist with the Designated Safeguarding Lead (DSL).
- **Quality & Provision Monitoring:** Scrutinize report data and monitoring information to confirm wraparound care offers a safe, nurturing, and engaging environment with appropriate staff-to-child ratios, suitable activities, and adequate facilities/catering (where applicable).
- **Inclusion & Accessibility:** Act as a champion to ensure wraparound provision is inclusive and accessible for all pupils, including those with Special Educational Needs and Disabilities (SEND) and disadvantaged pupils eligible for Pupil Premium support.
- **Financial Sustainability & Subsidy Management:** Review the financial viability and strategic oversight of the provision in accordance with Trust financial controls, including fee structures, uptake rates, the allocation of funding or start-up grants, and the effective promotion of Tax-Free Childcare and Universal Credit support for parents.
- **Stakeholder Engagement & Demand Mapping:** Check how leaders gather and respond to feedback from parents, carers, and pupils regarding wraparound needs, assuring the Board that provision matches parental demand within the local community.
- **Reporting to the Board:** Report back to the LGB on key strategic developments, attendance trends, risk management, and the overall quality and impact of the wraparound provision in line with Trust reporting expectations.
- **Training & Development:** Participate in training and development opportunities relevant to governance oversight of extended school services and childcare regulations.

More generally all governors are responsible for:

Policies

- To comply with and adhere to the terms of any Trust protocol or any guidance issued by the Trust
- To work with the Trust to set the curriculum and standards to be achieved by the Academy.
- To implement all policies prepared and approved by the Trust, including:
    - Academy Safeguarding and Child Protection Policy
    - Photography and Digital Media Policy
- To ensure provision of free school meals to those pupils meeting the criteria.

Human Resources and Performance Appraisal

- To monitor the local HR activity in line with Trust policy, including the process for local performance/ appraisal reviews for members of staff and ensure that it is within the parameters set for the particular Academy.

- To consider whether any changes are required to staff hours or contracts, although the Governors may not make any amendments without the Directors' consent.

Media and Public Relations

- To support the Trust and the Academy in relation to any public relations activities to project the activities of the Trust and the Academies to the wider community.

Procurement and Services

- To implement the Trust's procurement policies insofar as they impact on the Academy
- To enter into contracts on behalf of the Trust insofar as they relate to the Academy, provided that the LGB shall first obtain the written consent of the Directors to any contracts or expenditure.
- To seek value for money and be able to demonstrate that value for money has been achieved.

Curriculum Standards – Teaching & Learning

To monitor and evaluate the standards and achievement of pupils and the impact of the quality of education provided. In all its business, the committee will take account of whether there has been a positive impact on the outcomes of the pupils.

In carrying out its functions, the LGB will receive information and advice from the principal and other staff and will actively seek opportunities for wider consultation where appropriate.

High quality evidence will be produced for the meetings using termly strategic reports produced by the Academy Leadership team.

Discussing the targets set for all cohorts to ensure they are as aspirational as possible for all students/pupils

- Ensuring all governors have a good understanding of pupil achievement in relation to national standards and all schools nationally
- Monitoring pupil progress in relation to the targets set and with specific reference to particular groups
- Monitoring the impact/outcome of the curriculum and teaching on pupils' learning and achievement
- Monitoring progress in meeting the key issues identified by any internal or external quality assurance/monitoring
- Reviewing and evaluating the effectiveness of specific support and intervention;
- Receiving regular reports from the Principal on the monitoring of the quality of teaching and learning and how teaching and learning is impacting on key improvement priorities
- Monitoring and evaluating the impact of the academy's provision for vulnerable groups e.g. special educational needs, cared for pupils, pupils in receipt of support through pupil premium funding
- Monitoring the impact of the strategies developed to improve pupil attendance and progress towards attendance targets
- Monitoring and reviewing any curriculum developments in line with the evolving government agenda
- Reviewing and monitoring relevant areas of the Academy Development Plan
- Requesting and receiving reports, as and when required, from key members of staff e.g., Senior or

Subject Leaders

- Ensuring that parents receive the results of statutory assessments, annual report on learner's educational achievements and information about the academy through the prospectus and academy profile
- Ensuring that all learners receive the full statutory curriculum as agreed with the Local Governing Board
- Reviewing, auditing and monitoring the impact of any relevant policies and or protocols.

Committee Meeting Summaries

The Full Board shall receive a copy of each Committee's meeting summary and this will be verbally delivered by each Chair ensuring the Board is informed of any actions, key decisions made and risk identified.

Action Logs will be reviewed at the beginning of each Committee meeting and the full Board will be kept informed until the point of resolution.

28. Terms of Reference for the Local Business, Operations and Risk Committee

On behalf of Directors the Local Governing Board (LGB) hereby resolves to establish a Committee to be known as the Local Business, Operations and Risk Committee (the Committee).

1. The Committee will discharge its duties by following the terms of reference as follows:

2. Membership

2.1 The Committee shall have a minimum of three members that will consist of Governors from the LGB
2.2 Subject to paragraph 2.3, the Committee shall at the first meeting of each academic year elect a member to act as chair (the Chair) and Vice Chair (the Vice Chair) of the Committee. The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.
2.3 No person may act as Chair under paragraph 2.2 unless they are also a member of the Trust Board.
2.4 The Chair of the LGB shall ensure that the Governance Professional is present to take minutes at meetings of the Committee.
2.5 The Committee may invite attendance at meetings from persons who are not Governors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
2.6 Academy Leaders are required to attend meetings in an advisory capacity.

3. Remit and Responsibilities of the Committee

3.1 The Committee shall be responsible for the matters set out in Schedule 1.

4. Proceedings of Committee Meetings

4.1 The Committee will meet as often as is necessary to fulfil its responsibilities at least once a term, three times a year
4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.
4.3 The quorum for the transaction of the business of the Committee shall be two or more Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the Committee is quorate.
4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.
4.5 Each committee member present shall be entitled to one vote.
4.6 Where there is an equal division of votes the Chair shall have a casting vote.
4.7 A register of attendance shall be kept for each Committee meeting and published annually.

5. Authority

5.1 The Committee is authorised by the LGB to:

5.1.1 carry on any activity authorised by these terms of reference; and
5.1.2 seek any appropriate information that it requires from any officer of the Academy and all officers shall be directed to co-operate with any request made.

6. Reporting Procedures

6.1 Within 14 working days of each meeting, working with the Governance Professional the Committee will:

6.1.1 Produce and agree minutes of its meetings produce and agree a summary of its meetings including: actions, key decisions made and risk identified.

6.1.2 The Chair of the Committee will provide a verbal summary of discussions for all Board members at the next LGB.

6.2 The Committee Summary Reports can be agreed by Committee members by email.

6.3 The Committee Summary Reports will be sent to the LGB within 14 working days following each Committee meeting.

6.4 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the LGB from time to time.

6.5 The Committee will ensure that items from the previous meeting are reviewed and remain on the action log until resolution.

6.6 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

Schedule 1 - Responsibilities of the Local Business, Operations and Risk Committee

The Business, Operations and Risk Committee is a sub-committee of the LGB. The Committee will discharge its duties by following the Terms of Reference as set out in the Governance Handbook as follows:

a) Oversee the expenditure against the budget as set by Directors in line with the Academy Development Plan:

- Ensure compliance with statutory and Trust Financial policy and procedures.
- Ensure the academy budget is in line with the budget approved by Directors

b) The Personnel of the Academy:

- Ensure Equal opportunities policies are applied consistently in the Academy
- Oversee Performance management arrangements
- Oversee the implementation of Staff wellbeing and retention strategies.

c) The Academy Premises and Health and Safety:

- To hold the Principal/Academy Leaders to account for health and safety within the academy
- To advise Governors on priorities, including health and safety, for the maintenance of the existing Academy building
- To monitor health and safety and compliance within the academy
- To monitor arrangements for repairs and maintenance
- To make recommendations on premises- related expenditure to the Trust Executive Team.
- To monitor arrangements, including health and safety, for the use of the premises

d) GDPR and Data Protection:

- To monitor arrangements in place to ensure compliance against Data Protection and GDPR Policies
- To hold the academy leaders to account for GDPR.

d) Risk and Internal Control:

- Monitor the Academy's internal control and risk management systems.
- Oversee the Academy's internal scrutiny programme and ensure identified risks are addressed.
- Maintain and update the Risk Register, making recommendations as needed.

- Ensure effective implementation of the Risk Management Policy.
- Review the Quality Assurance Dashboard, monitoring and challenging data ensuring high risks are mitigated and plans are in place.

e) Key targets agreed by Board members in respect of any of the above areas.

f) To receive Trust Policies relating to Business and Operations, including:

- Business Continuity Plan
- Cyber Response Plan and Policy
- Emergency Lockdown Plan
- First Aid Policy
- Health and Safety Addendum
- Intimate Care Policy (Primaries)
- Lockdown Policy
- Wraparound Policy

g) To receive, scrutinise and approve Academy specific policies relating to business, operations and risk that are not in conflict with any Trust wide Policy.

h) To report to the Local Governing Board once a term on the matters listed

i) Any other matters referred to it by Local Governing Board members.

Action Log
Working with the Governance Professional the Committee will ensure that items from the previous meeting are reviewed and remain on the action log until resolution.

The Full Board shall receive a copy of each Committee's meeting summary and this will be verbally delivered by each Chair ensuring the Board is informed of any actions, key decisions made and risk identified.

Action Logs will be reviewed at the beginning of each Committee meeting and the full Board will be kept informed until the point of resolution.

29. Terms of Reference for the Local Education and Standards Committee

On behalf of Directors the Local Governing Board (LGB) hereby resolves to establish a Committee to be known as the Local Education and Standards Committee (the Committee).

1.1 The Committee will discharge its duties by following the terms of reference as follows:

2. Membership

2.1 The Committee shall have a minimum of three members that will consist of Governors from the LGB
2.2 Subject to paragraph 2.3, the Committee shall at the first meeting of each academic year elect a member to act as chair (the Chair) and Vice Chair (the Vice Chair) of the Committee.
2.3 No person may act as Chair under paragraph 2.2 unless they are also a member of the Trust Board.
2.4 The Chair of the LGB shall ensure that the Governance Professional is present to take minutes at meetings of the Committee.
2.5 The Committee may invite attendance at meetings from persons who are not Governors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
2.6 Academy Leaders are required to attend all meetings in an advisory capacity.

3. Remit and responsibilities of the Committee

3.1 The Committee shall be responsible for the matters set out in Schedule 1.

4. Proceedings of Committee Meetings

4.1 The Committee will meet as often as is necessary to fulfil its responsibilities but at least once a term, three times a year
4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.
4.3 The quorum for the transaction of the business of the Committee shall be two or more Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the Committee is quorate.
4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.
4.5 Each committee member present shall be entitled to one vote.
4.6 Where there is an equal division of votes the Chair shall have a casting vote.
4.7 A register of attendance shall be kept for each Committee meeting and published annually.

5. Authority

5.1 The Committee is authorised by the LGB to:
5.1.1 carry on any activity authorised by these terms of reference; and
5.1.2 seek any appropriate information that it requires from any officer of the Academy and all officers shall be directed to co- operate with any request made.
6. Reporting Procedures
6.1 Within 14 working days of each meeting, working with the Governance Professional the Committee will:
6.1.1 produce and agree a summary of its meetings including: actions, key decisions made and risk identified.
6.1.2 The Chair of the Committee will provide a verbal summary of discussions for all Board members at the next LGB.

6.2 The Committee Reports can be agreed by Committee members by email.
6.3 The Committee Reports will be sent to the LGB within 14 working days following each Committee meeting.
6.4 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the LGB from time to time.
6.5 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

Schedule 1 - Responsibilities of the Education, Standards and Risk Committee:

Review

a) Monitoring and evaluating academy performance against priorities as set out in the Academy Development Plan.
b) Holding academy leadership to account for academy performance and quality of provision.
c) Monitoring and evaluating the overall effectiveness and efficiency of leadership and management at the academy.
d) Monitor and evaluate the impact of Pupil Premium funding on children's learning outcomes and wellbeing to ensure the best possible outcomes for pupils.
e) Receiving reports on the overall Performance management outcomes for the academy making any appropriate recommendations to the LGB.
f) Supporting and challenging the self- evaluation process including successes and areas for improvement with particular regard to outcomes and success criteria.
g) Considering the aims and priorities for raising standards of achievement in each of the academies' strategic plans through the Standards Review process.

Curriculum Issues & Other Matters

h) Receive reports (verbal or written as appropriate) on the quality of the curriculum and on provision in its widest sense and on the other excellent activity and experience i.e. without a numerical value.
i) Receiving reports from Principals and reviewing pupil attendance, behaviour, exclusions, and relevant disciplinary matters relating to the academy.

Stakeholder Engagement

j) Promoting partnership working between parents / carers and the academy to promote high standards of attendance, behaviour and learning by pupils.
k) Receive reports from each academy on the views of pupils, parents / carers and other stakeholders as part of a programme of regular self-evaluation by the academies to assess its performance and that of the Trust against stated aims and objectives.
l) Ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall pupil experience.

General

m) Reviewing or investigating any other matters referred to the Committee by the LGB.
n) Drawing any significant recommendations and matters of concern to the attention of the Trust Board.
o) To receive Trust Policies relating to Education and Standards, including:
- Before and After School Clubs Policy
- Educational Visits and Learning Outside the Classroom Policy

- Mobile Phones in Schools Policy
- SEND Accessibility Plan

p) To receive, scrutinise and approve Academy specific policies relating to Education and Standards that are not in conflict with any Trust wide Policy.

Action Log

Working with the Governance Professional the Committee will ensure that items from the previous meeting are reviewed and remain on the action log until resolution.

- The Full Board shall receive a copy of each Committee's meeting summary and this will be verbally delivered by each Chair ensuring the Board is informed of any actions, key decisions made and risk identified.
- Action Logs will be reviewed at the beginning of each Committee meeting and the full Board will be kept informed until the point of resolution.

30. Terms of Reference for the Local Pay and Performance Committee

1. The main function of the Local Committee is to oversee the implementation of the Staff Performance Management Policy in a fair and equitable manner within the statutory and contractual obligations. This will include the consideration of pay recommendations from the respective leaders and determination of pay for each teaching member of staff following their performance review.

2. It is recommended that the committee comprise of at least 3 Governors. The Chair of the Board could be a member but it is suggested that the Chair of the Board does not chair the Pay and Performance committee. The Principal will also need to attend but cannot be involved in setting their own Pay. Instead, a member of the Trust Executive Team will attend the Principal's performance review along with a suitably skilled external advisor who has been appointed by the Chief Executive Officer.

3. The group will meet twice per year, in the Autumn Term to consider recommendations and Spring/Summer Term to review policy and practice.

4. The Terms of Reference for the Local Pay and Performance Committee include:
   - Ensuring effective implementation of the Staff Performance Management Policy for Principal/Teaching Staff;
   - Approving the design of and determining performance targets for any performance related element of Principal/Teaching Staff pay;

5. The Pay and Performance Committee has the responsibility:
   - To implement the statutory and discretionary elements of the School Teachers' Pay & Conditions Document and to have regard to national and local grading agreements, whilst considering employment legislation, equal pay and the ELP Board's policy on equal opportunities (ELP Equality and Diversity Policy)
   - To review annually the salaries of the Principal and Teachers and make recommendations by 31st December in relation to any pay progression, in line with the School Teachers' Pay and Conditions Document.
   - To direct any appeal against a decision on pay grading or pay awards to a Governors Panel. Governors who make up the panel should not be members of the Local Pay Committee. Governors from other academies within the Trust may sit on a pay appeal panel.

31. Implementation of an Interim Education Improvement Board

1. The Directors of Exceed Learning Partnership regularly review and evaluate the effectiveness of the Local Governing Board alongside the performance of the academy
2. Where required Directors may make the decision to remove delegated responsibilities as detailed within the Scheme of Delegation from the Local Governing Board and replace with an Interim Education Improvement Board.
3. In this scenario, Directors will set out Terms of Reference, set a timeframe and implementation strategy for the Interim Education Improvement Board.
4. Members of the Education Improvement Board will be appointed by Directors based on skillsets and experience required to drive academy performance and improvement.
5. Members of the existing Local Governing Board may be asked to join the Education Improvement Board; however, membership will be decided and appointments made by the Directors.
6. The Terms of Reference will set out the delegated responsibilities of the Interim Education Improvement Board and reflect the differences within the Scheme of Delegation
7. Terms of Reference will be agreed by Directors and specific to the requirements of the academy
8. The Interim Education Improvement Board will meet every 4 – 6 weeks.
9. Any responsibilities not delegated to the Interim Education Improvement Board will be the responsibility of the Trust and Board of Directors, in the absence of a Local Governing Board.
10. The time frame for which the Interim Education Improvement Board is implemented in the absence of the Local Governing Board will be made by the Directors and be under constant review.
11. Existing Governors who are not asked to join the Education Improvement Board will resign from the Local Governing Board.
12. The Local Governing Board will be reinstated and delegated responsibilities resumed upon approval from Directors when academy improvement has been delivered.
13. The Chair of the IIEB will provide regular feedback to the Directors Board including the impact of the IIEB

32. Governance Agenda Cycle for Members and Directors - Part 1

Governance Agenda Cycle						
Board Name	**Autumn Term**		**Spring Term**		**Summer Term**	
	1	**2**	**3**	**4**	**5**	**6**
Members		**AGM** Actions from most recent meeting Presentation of Annual Governance Report & Annual Accounts Directors Annual Report to Members Appointment of External Auditors				**Member Meeting** Actions from most recent meeting Verbal Update and Q&A with Exec Team and Chair of Directors AGM Planning
Full Board of Directors	**Meeting 1** Appointment of Chair/Vice Chair (each academic year) Appointment of 6 Link Directors: Inclusion Link Director Health and Safety Link Director Cyber Security Link Director Safeguarding Link Director Sustainability Link Director Standards and Careers Link Director Appointment of Link Directors to LGB's Membership of Committees Appointment of Chair of Committees Actions from previous meeting Admissions Arrangements for following academic year Annual Impact Report & CEO Headlines Report Update from Committees: • Finance & Operations • Audit & Risk • Education & Standards Policy Review "What issues are keeping executive leaders awake at night?"	**Meeting 2** **(Takes place after AGM)** Annual Accounts Actions from previous meeting Update from Committees: • Finance & Operations • Audit & Risk • Education & Standards CEO Report and Progress Against Strategic Objectives Policy Review "What issues are keeping executive leaders awake at night?"		**Meeting 3** Actions from previous meeting Update from Committees: • Finance & Operations • Audit & Risk • Education & Standards CEO Report and Progress Against Strategic Objectives Policy Review "What issues are keeping executive leaders awake at night?"		**Meeting 4** Actions from previous meeting Update from Committees: • Finance & Operations • Audit & Risk • Education & Standards 3 Year Budget Forecast CEO Report and Progress Against Strategic Objectives Annual Review of Governance Handbook and Scheme of Delegation for the following year Policy Review "What issues are keeping executive leaders awake at night?"

Directors Audit and Risk Committee		**Meeting 1** Actions from Previous Meeting Appointment of Internal Auditors for current year for Spring Term 1 and Summer Term 1 in line with agreed Internal Audit Strategy External Audit (narrative for annual report and actions from external audit) Risk Management Report including Trust Risk Register Policy Review		**Meeting 2** Actions from Previous Meeting Update on actions from External Audit Internal Scrutiny Report and Actions from Spring Term 1 Audit Risk Management Report including Trust Risk Register Policy Review		**Meeting 3** Actions from Previous Meeting Update on Progress against Actions from Spring Term 1 Audit Internal Scrutiny Report and Actions from Summer Term 1 Audit Internal Audit Strategy and Agreed Areas of Focus for following Year Risk Management Impact Report including Trust Risk Register Policy Review

33: Governance Agenda Cycle for Members and Directors - Part 2

Governance Agenda Cycle (continued)						
Board Name	**Autumn Term**		**Spring Term**		**Summer Term**	
	1	**2**	**3**	**4**	**5**	**6**
Directors Education and Standards Committee	**Meeting 1** Actions from Previous Meeting Academy Improvement Reports for Secondary and Primary Data and Risk Reports Safeguarding and Behaviour SEND Policy Review "What issues are keeping executive leaders awake at night?"		**Meeting 2** Actions from Previous Meeting Academy Improvement Reports for Secondary and Primary Data and Risk Reports Safeguarding and Behaviour SEND Policy Review "What issues are keeping executive leaders awake at night?"		**Meeting 3** Actions from Previous Meeting Academy Improvement Reports for Secondary and Primary Data and Risk Reports Safeguarding and Behaviour SEND Policy Review "What issues are keeping executive leaders awake at night?"	
Directors Finance and Operations Committee		**Meeting 1** Actions from previous meeting Review of Draft Annual Accounts (before submission to full Directors and AGM) Finance HR & People Estates and Facilities ICT, Digital and GDPR Policy Review "What issues are keeping executive leaders awake at night?"		**Meeting 2** Actions from previous meeting Finance HR & People Estates and Facilities ICT, Digital and GDPR Policy Review "What issues are keeping executive leaders awake at night?"		**Meeting 3** Actions from previous meeting 3-year budgets presented to seek recommendation to full board Finance HR & People Estates and Facilities ICT, Digital and GDPR Policy Review "What issues are keeping executive leaders awake at night?"

Directors Pay and Performance Committee		**Meeting 1** CEO Appraisal Review & Approval of Trust Executive Leaders Appraisal Recommendations Pay Policy Review & Other Pay related items for approval (as applicable)		**Meeting 2** CEO Mid-Term Review		
Directors Chairs Meeting	**Meeting 1** Scheme of Delegation Board Performance Updates/feedback from Chair of Directors to LGB Updates/feedback from LGB Chairs to Chair of Directors Trust Strategic Plan		**Meeting 2** Scheme of Delegation Board Performance Updates/feedback from Chair of Directors to LGB Updates/feedback from LGB Chairs to Chair of Directors Trust Strategic Plan		**Meeting 2** Scheme of Delegation Board Performance Updates/feedback from Chair of Directors to LGB Updates/feedback from LGB Chairs to Chair of Directors Trust Strategic Plan	

34. Governance Agenda Cycle for Local Governing Boards and Committees

Governance Agenda Cycle						
Board Name	**Autumn Term**		**Spring Term**		**Summer Term**	
	1	**2**	**3**	**4**	**5**	**6**
Local Governing Board	**Meeting 1** Appointment of Chair/ Vice Chair (2-year term) Allocations of Governor Roles and Responsibilities Membership of Local Committees agreed Actions from Previous Meeting Principal Report including Academy Development Plan Governor Monitoring Plan for Academic Year Academy Policy Review 15 minutes protected time for LGB to debate an item(s)		**Meeting 2** Actions from Previous Meeting Principal Report including Academy Development Plan Review of Risk Dashboard Governor Monitoring Updates and Progress against Monitoring Plan Local Committee Feedback Academy Policy Review 15 minutes protected time for LGB to debate an item(s)		**Meeting 3** Actions from Previous Meeting Principal Report including Academy Development Plan Review of Risk Dashboard Governor Monitoring Updates and Progress against Monitoring Plan Local Committee Feedback Academy Policy Review 15 minutes protected time for LGB to debate an item(s)	Additional Meeting with the Local Governing Board to be arranged by each academy to discuss priorities for the Academy Development Plan for the upcoming academic year.
Local Education & Standards Committee		**Meeting 1** Appointment of Chair and Vice Chair of Committee Actions from Previous Meeting Education & Standards Report Update from Academy Development Plan Reports from Academy Improvement Data and Risk Visits alongside the review of Exceed Assure (Trust QA Dashboard) Governor Monitoring Academy Policy Review		**Meeting 2** Appointment of Chair and Vice Chair of Committee Actions from Previous Meeting Education & Standards Report Update from Academy Development Plan Reports from Academy Improvement Data and Risk Visits alongside the review of Exceed Assure (Trust QA Dashboard) Governor Monitoring Academy Policy Review		**Meeting 3** Appointment of Chair and Vice Chair of Committee Actions from Previous Meeting Education & Standards Report Update from Academy Development Plan Reports from Academy Improvement Data and Risk Visits alongside the review of Exceed Assure (Trust QA Dashboard) Governor Monitoring Academy Policy Review

Local Business, Finance & Risk Committee		**Meeting 1** Appointment of Chair and Vice Chair of Committee Actions from Previous Meeting Business & Operations Report, Finance Report for information Sustainability Action Plan Review Review of Academy Risk Register and Strategic plan for areas of high risk Governor Monitoring Academy Policy Review		**Meeting 2** Appointment of Chair and Vice Chair of Committee Actions from Previous Meeting Business & Operations Report Finance Report for information Sustainability Action Plan Review Review of Academy Risk Register and Strategic plan for areas of high risk Strategic plan for areas of high risk Governor Monitoring Academy Policy Review		**Meeting 3** Appointment of Chair and Vice Chair of Committee Actions from Previous Meeting Business & Operations Report Finance Report for information Sustainability Action Plan Review Review of Academy Risk Register and Strategic plan for areas of high risk Strategic plan for areas of high risk Governor Monitoring Academy Policy Review
Local Pay and Performance Committee	Annual Principal Appraisal Review Review of Teaching Performance and Pay Recommendations for UPS		Mid-Term Principal Appraisal Review			

Exceed Learning Partnership
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Governor Monitoring

We organise Continuing Professional Development (CPD) training specifically designed for Directors and Governors to support their ongoing learning and effectiveness in their governance role. Our training sessions cover a range of relevant topics, governance best practices, legal responsibilities, and effective decision-making. These sessions are tailored to ensure Directors and Governors are equipped with up-to-date knowledge and skills that enhance their ability to contribute positively to their organisations.

35: Governor Monitoring Cycle for Local Governing Boards

Academic Year	Monitoring Visit Type	When	Responsible Lead	Responsible Link Governor	Academy Priority 1	Academy Priority 2	Academy Priority 3	Academy Priority 4
Autumn Term	Accessibility Plan	Autumn 1	SENDCo	Inclusion				
	H&S (Response to Trust Summer Term Commissioned Audit and also checking Lockdown and Fire Alarm Drills)	Autumn 1	BM/Premises Manager	Health & Safety and Compliance				
	Safeguarding + Attendance	Autumn 2	DSL	Safeguarding				
	SEND (inc. Pupil Premium)	Autumn 2	SENDCo	Inclusion				
	Academy Development Plan	Autumn 2	Principal/HoS/Curriculum Leads	Curriculum and Standards				
Academic Year	Monitoring Visit Type	When	Responsible Lead	Responsible Link Governor	Academy Priority 1	Academy Priority 2	Academy Priority 3	Academy Priority 4
Spring Term	Climate Action Plan	Spring 1	Premises Manager	Sustainability				
	H&S (Response to Trust Autumn Term Commissioned Audit	Spring 1	BM/Premises Manager	Health & Safety and Compliance				

	and also checking Lockdown and Fire Alarm Drills))							
	Academy Development Plan	Spring 2	Principal/HoS/Curriculum Leads	Curriculum and Standards				
	Wellbeing	Spring 2	BM	Wellbeing				
Academic Year	Monitoring Visit Type	When	Responsible Lead	Responsible Link Governor	Academy Priority 1	Academy Priority 2	Academy Priority 3	Academy Priority 4
Summer Term	SATs Monitoring (Y2)	Summer 1	Principal/HoS/SATs Lead	Curriculum and Standards				
	SATs Monitoring (Y6)	Summer 1	Principal/HoS/SATs Lead	Curriculum and Standards				
	Safeguarding + Attendance	Summer 2	DSL	Safeguarding				
	SEND (inc. Pupil Premium Review)	Summer 2	SENDCo	Inclusion				
	Academy Development Plan	Summer 2	Principal/HoS/Curriculum Leads	Curriculum and Standards				

36: Governor Monitoring Proformas

Academy Development Plan (ADP) Governor Monitoring Form

Academy:	**Date:**	**Name/Area of Responsibility:**	**Governor Name:**

Reason for Visit:

- **To review leaders actions and progress in relation to the Academy Development Plan**

Area of session focus:

- *Insert Academy Priority*

Discussions / Outcomes:

Context to be discussed with Academy Leaders

Priority	**KPI**

Agenda (Below are a list of potential activities- delete as appropriate)

- Discussion with leaders regarding progress
- Review of data
- Discussions with staff
- Discussions with pupils
- Pupil work scrutiny
- Lesson visits
- Review of interventions
- Observation of new approach being implemented

Discussion Questions	Yes/No/To an extent	Evidence/commentary
• Have leaders taken specific actions to meet ADP objectives?		
• Have elements of the ADP been achieved so far?		
• Has professional development been put in place in terms of ensuring understanding of the ADP?		
• Were staff prepared for this CPD?		
• Is progress being effectively monitored?		
• Has pupil voice been effectively captured?		
• Are leaders able to identify strengths of ADP delivery?		
• Are leaders able to identify difficulties in ADP delivery?		

• Have leaders identified any unforeseen risks, such as financial or staffing implications?		
• Are the challenges facing this priority explicitly captured on the Academy Risk Register, and are mitigating actions properly resourced?		
• Are leaders still confident that this is the right approach?		
• Have leaders appropriately considered and supported staff wellbeing and workload?		
• Have leaders been able to capture the impact that the ADP has had on vulnerable children (disadvantaged, SEND and pupils under or previously under social care)?		
• Does the Academy require any additional support?		

Comments arising from discussions and activities:	
Next Steps / Further Action required:	
Evaluation of Visit:	
Signed Leader	
Signed (Academy Principal/Head of School):	**Signed (Governor):**

Attendance Governor Monitoring Form

Academy:	**Date**:	**Area of Responsibility**: Attendance	**Governor Name:**
Reason for visit: Provide strategic oversight of attendance processes in the academy. Ensure accountability of the academy leadership in delivering effective attendance practice and reducing persistent absence.			

Academy context to be discussed with the Attendance Leader
Review timeframe (e.g. YTD)

Whole school % (Stat age only)	Whole school % (inc. non-stat age)	School PA % (below 90%)	Number of PA pupils	School SA % (below 50%)	Number of SA pupils	Number of 'at risk' pupils (90-4.9%)	Number of referrals to LA (e.g. FPN)	FSM attendance %	EHCP attendance %	SEND support attendance %

Discussion Questions

Question	**Yes/No/To an extent**	**Evidence / Commentary**
Policy and Compliance		
Is the academy's Attendance Policy up to date and compliant with DfE guidance?		
How is the Attendance Policy shared with staff, parents, and pupils?		
Are statutory attendance registers completed accurately and on time?		
How are updates or changes to attendance legislation/guidance cascaded to relevant staff?		
Interventions and Support		
What is the threshold for triggering formal attendance concerns (e.g. letters home, meetings)?		
Do staff (e.g. class teachers) know the process for referring attendance concerns internally?		

What early intervention strategies are used to tackle emerging attendance issues (e.g. phone calls, home visits, pastoral support, pupil surveys)?		
What specific support is offered to Persistent Absentee (PA) and Severe Absentee (SA) pupils and their families?		
What specific support is offered to At Risk of PA (ARPA) (90-94.9%) pupils and their families?		
How is the impact of attendance interventions reviewed and measured?		
What are the prevailing local barriers to attendance this term, and how effectively are external local authority pathways being leveraged?		
Culture and Pupil Voice		
How does the academy promote a culture where good attendance is valued and celebrated?		
How do we know that pupils feel motivated to attend school regularly?		
Which pupil groups (e.g. year groups, SEND, PP) have the lowest attendance, and what targeted support is in place?		
Leadership and Management		
Who is the Attendance Lead? How is their role supported and structured?		
How is attendance data discussed and analysed at leadership and governor meetings?		
What systems are in place for the Attendance Lead/Team to track daily attendance and follow up on absences?		

What support has been received from the Trust or Local Authority regarding attendance improvement?		
Statutory Procedures		
How are leaders assured that statutory attendance referrals (e.g., legal action) are followed up effectively?		
What procedures are in place to monitor the attendance of pupils on Alternative Provision (AP)?		

Comments arising from discussions and activities:	
Next Steps / Further Action required:	
Evaluation of Visit:	
Signed (Academy Attendance Lead):	
Signed (Academy Principal/Head of School):	
Signed (Governor):	

Careers (Secondary) Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**:	**Governor Name:**

Reason for Visit:

Strategically monitor the academy's delivery of a world-class careers programme. Ensure statutory compliance with the DfE's Careers Guidance duty, fulfilment of all 8 Gatsby Benchmarks, and full compliance with the Provider Access Legislation.

Name of the Designated Careers Leader: _____
Compass Tool Score (Gatsby Benchmarks fully met out of 8): _____ / 8
% of Year 11/13 pupils tracking towards positive destinations: _____
Date of the last self-assessment upload: _____

Agenda (Suggested: 1.5 - 2 Hours)

1. Discussion with the Careers Leader reviewing the latest evaluation report.
2. Review of destination data, tracking vulnerable cohorts (SEND, Pupil Premium).
3. Review of the Provider Access Policy statement and log of encounters.
4. Quick discussion with a small panel of pupils (e.g., Key Stage 4 or 5) regarding their career tracking.

Strategic Discussion Questions	**Yes/No/To An Extent**	**Evidence/commentary**
How are leaders actively closing gaps in any Gatsby Benchmarks where the school scored below national or Trust targets on Compass?		
Does the academy provide mandatory opportunities for a range of education and training providers (colleges, apprenticeships) to speak to pupils?		
How do leaders use careers provision to combat stereotypes and support vulnerable groups (SEND, PP, Looked After Children) into secure destinations?		
How effectively do subject teachers link classroom learning with real-world careers and industries?		
What mechanisms ensure that work experience placements or workplace encounters are high quality and directly tailored to pupil aspirations?		

Next Steps / Actions

Signed (Academy):	**Signed (Governor):**

Pupil Premium Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**: Inclusion - pupil premium	**Governor Name:**

Reason for Visit:

- Monitor and review the impact of how Pupil Premium funding is used within the academy and contribute to the strategy for its use.
- Review academy data relating to the performance of disadvantaged pupils, gaps in attainment and progress.
- Support leaders in evaluating and sustaining the impact of their strategies.

Area of session focus:

- Pupil Premium

Discussions / Outcomes:

Context- to be discussed with the pupil premium lead

Whole school PP (number and %)	

Agenda (suggested 1.5 hours)

- Discussion with pupil premium lead
- Review of pupil premium strategy including evaluation of the previous year
- Review of pupil premium attendance data
- Review of data related to pupil premium take-up in wider experiences such as trips, after school clubs and sporting events
- Review of leaders analysis of interventions and impact

Further potential activities

- Discussion with pupil premium pupils - feelings about school including sense of belonging and safety
- Learning walk
- Watching interventions
- Discussion about provision for the first 20%

Discussion questions	Yes/No/To an extent	Evidence/Commentary
Is the pupil premium strategy up to date and on the academy website?		
Are leaders clear about the challenges their disadvantage pupils face? (This should be contained in their pupil premium strategy. Ensure you are satisfied that leaders *know* these are the barriers.)		
Are barriers addressed through: high-quality teaching, targeted academic support and wider strategies such as attendance initiatives?		
Is funding spent in line with conditions of the grant (*here*)		
Are leaders clear about the intended outcomes they are aiming for by the end of the current strategy plan?		

In deciding how to spend the funding, do leaders consider research such as the EEF toolkit?		
Have leaders effectively evaluated outcomes from the previous year? Do they know which initiatives created the biggest impact?		
Do pupil premium children achieve well compared to non-pupil premium children in the academy? (Consider all data: EYFS, phonics, end of year outcomes and attainment at the end of year 6)		
Do pupil premium children achieve well compared to pupil premium children nationally?		
Do leaders know which year groups and which pupils need more support to achieve?		
Are support staff well-trained to support quality first teaching?		
Do leaders have a clear rationale for interventions and do they know the impact?		
How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?		
Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?		
Do pupil premium children have good attendance compared to other pupils and national comparisons?		
Do pupils with pupil premium participate in: • after school clubs • breakfast club provision • trips/residentials • sporting activities		
How does the PP strategy map directly against the priority areas identified in the current Academy Development Plan?		

Comments arising from discussions and activities:

While the primary focus of the monitoring visit is not Safeguarding, Wellbeing, Health & Safety/Compliance or Leadership these areas remain important and should be taken into account during all Academy visits. Please include any observations that may require the Board's attention.

Safeguarding: **Wellbeing:** **Health & Safety/Compliance:**	
Next Steps / Further Action required:	
Evaluation of Visit:	
Signed (Academy Pupil Premium lead)	
Signed (Academy Principal/Head of School):	**Signed (Governor):**

Safeguarding Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**: Safeguarding	**Governor Name:**

Reason for Visit:

- Provide strategic oversight of safeguarding processes in the academy
- Ensure accountability of the academy leadership in delivering effective safeguarding practice

Discussions / Outcomes:

Context- to be discussed with the DSL

Number of CP cases (individual children)	**Number of CIN cases (individual children)**	**Early Help Cases where the academy is lead**	**Early Help Cases where the academy is not the lead**	**Number of MASH referrals during review window**	**Number of FGM cases**	**Number of Prevent referrals**	**Number of HSB referrals / incidents**	**Number of pupils accessing AP (Alternative Provision)**

Discussion questions	Yes/No/To an extent
Policy and compliance	
Is the academy safeguarding policy up to date and compliant with KCSIE?	
Evidence / commentary:	
How is the safeguarding policy shared with staff and parents?	
Evidence / commentary:	
When was the SCR last audited - were there any gaps?	
Evidence / commentary:	
How are safeguarding updates or changes to legislation cascaded to staff?	
Evidence / commentary:	
Training	
Have all staff completed statutory safeguarding training? When?	

Evidence / commentary:	
What arrangements are in place to assure that visitors or contractors are safe to be working with children?	
Evidence / commentary:	
Do staff know how to report concerns, including low-level concerns?	
Evidence / commentary:	
What additional training have staff received (e.g Prevent / FGM / online safety)?	
Evidence / commentary:	
How are new staff and volunteers indicted in safeguarding procedures?	
Evidence / commentary:	
Culture and Pupil Voice	
How do we know that children feel safe in school?	
Evidence / commentary:	
How is safeguarding taught throughout the curriculum?	
Evidence / commentary:	
Which pupil groups are most vulnerable - how are they supported?	
Evidence / commentary:	
What was the outcome of the latest pupil voice survey? What actions have been taken?	
Evidence / commentary:	
Leadership	
Who is the DSL? What is the structure of deputies?	
Evidence / commentary:	

How is safeguarding discussed at leadership meetings?	
Evidence / commentary:	
What is the mechanism for supervising the DSL?	
Evidence / commentary:	
What support has been received from the Trust (e.g. Assurance cycle visits)	
Evidence / commentary:	
Contextual needs	
What are the contextual safeguarding needs of the academy? How are these being met?	
Evidence / commentary:	
What systems are in place to manage online safety?	
Evidence / commentary:	
How are leaders assured that referrals to MASH are followed up effectively?	
Evidence / commentary:	
How do leaders review block/filter logs, and when was the last external SCR health check?	
Evidence / commentary:	

Comments arising from discussions and activities:

Next Steps / Further Action required:

Evaluation of Visit:

Signed (Academy DSL)

Signed (Academy Principal/Head of School):	**Signed (Governor):**

Accessibility Plan Monitoring Form (To be completed annually)

Academy:	**Date**:	**Name/Area of Responsibility**: SEND and disability	**Governor Name:**

Reason for Visit:

-

Area of session focus:

- SEND and Disability

Discussions / Outcomes:

Focus of the visit:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum- Our pupils's learning
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been-linked to the goals. Each year SEND reports should include a reflection about the progress against this.

Agenda (suggested 2 hours)

1. Reflect on the goals identified in the accessibility document.
2. Discussion surrounding each target identified in the relevant section.
3. Discussion with pupils linked to the relevant area
4. Site walk (important for classrooms and buildings visit)
5. Sample of pupils work and newsletters

Further potential activities

Discussion questions	Yes/No/To an extent	Evidence/commentary
Are the goals identified in the accessibility plan still relevant? How successful has the academy been in achieving these goals? What does the academy need to do next?		
Have targets been achieved? What requires more development?		
Are leaders able to provide evidence to support their narrative regarding the progress of targets?		
Is pupil voice considered in decisions about support for those with SEN and disabilities at both individual and school level?		

Is the Accessibility Plan currently live on the website, and does it clearly show its 3-year publication cycle date and annual review log?		
How does the plan improve accessibility across digital platforms, learning management systems, and assistive technology for exams?		
Can leaders demonstrate how a completed target (e.g., physical adjustments or resource modifications) has directly increased pupil self-reliance?		

Comments arising from discussions and activities:

Next Steps / Further Action required:

Evaluation of Visit:

Signed (Academy SENDCO)

Signed (Academy Principal/Head of School):	**Signed (Governor):**

Special Educational Needs and Disability (SEND) Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**: Inclusion - SEND	**Governor Name:**

Reason for Visit:

- Ensuring high quality outcomes for pupils with SEND To champion the school's support for pupils with SEND, including good practice in pupil engagement

Area of session focus:

- SEND

Discussions / Outcomes:

Context- to discussed with the SENDCO

Percentage of SEND support	Percentage of EHCP	Breakdown is of pupils with SEND by category of need

Agenda (suggested 2 hours)

- Discussion with the SENDCO - questions below can support the dialogue
- Consider parent and pupil voice samples including surveys
- Review an EHCP and discuss how funding is allocated and spent
- Documentation review (see section below)

Further potential activities

- Discussion with SEND pupils- feelings about school including sense of belonging and safety
- Learning walk
- Visit to SEND provision (essential if academy has bespoke provision)
- Discussion with staff working directly with SEND pupils - to include wellbeing and training

Discussion questions	Yes/No/To an extent	Evidence/commentary
Does the academy promote an inclusive culture?		
Is there effective communication and engagement between the academy and parents of pupils with SEN and disabilities?		
Are parents involved in the SEN and disability policy review?		
Is pupil voice considered in decisions about support for those with SEN and disabilities at both individual and school level?		
Are staff well-trained related to SEN and disabilities?		
Does the school have robust systems for identifying pupils with SEND?		
Is there a clear graduated approach for responding to pupil needs?		

Are pupils supported in reaching adulthood (if applicable, can link to careers curriculum).		
SENDCO • Is the SENDCO qualified? • Do they have sufficient administrative support and time to their fulfil responsibilities?		
Documentation • Is the SEND information report up to date and online? • Is there equality information? • Are equality objectives updated? • Is there an accessibility plan (setting out how the school plans to increase access for disabled pupils to the curriculum, the physical environment and to information)		
Notional SEND Budget • Are leaders assuring the board that the school's Notional SEND budget is being deployed transparently and directly to improve SEND outcomes?		
Graduated Approach Quality • What QA mechanisms (e.g., work drop-ins, learning walks) do leaders use to verify that teachers are actively modifying tasks for SEND support plans?		
Alternative Provision (AP) • For SEND pupils accessing off-site AP, how frequently do leaders monitor their attendance, safety, and academic progress?		
Are pupils with SEND achieving well compared to national comparatives?		
Do pupils with SEND and disability have good attendance compared to other pupils and national comparisons?		
Do pupils with SEND participate in: • after school clubs • breakfast club provision • trips/residentials • sporting activities		

Comments arising from discussions and activities:

While the primary focus of the monitoring visit is not Safeguarding, Wellbeing, Health & Safety/Compliance or Leadership these areas remain important and should be taken into account during all Academy visits. Please include any observations that may require the Board's attention. **Safeguarding:** **Wellbeing:** **Health & Safety/Compliance:**	
Next Steps / Further Action required:	
Evaluation of Visit:	
Signed (Academy SENDCO)	
Signed (Academy Principal/Head of School):	**Signed (Governor):**

Sustainability and Climate Action Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**:	**Governor Name:**

Reason for Visit:

- Strategically monitor the culture, workload management, and mental health provisions within the academy.
- Ensure alignment with the DfE Staff Wellbeing Charter and evaluate the impact of pupil wellbeing strategies on school culture.

Discussions / Outcomes:

(Context to be discussed with the Premises Manager)

- **Energy Efficiency Rating / Display Energy Certificate (DEC) Score:**
- **Total Energy Expenditures YTD (vs. budgeted energy allocation):**
- **Carbon Footprint Metrics:**
- **Climate Action Plan Status:**

Agenda (Below are a list of potential activities- delete as appropriate)

- Review of the Academy Climate Action Plan / Sustainability Strategy.
- Discussion with Premises Manager and Curriculum Lead regarding energy management and green education.
- Site walk focusing on waste management systems, energy-saving infrastructure (LEDs, insulation), and green spaces.
- Review of supply chain sustainability goals (e.g., catering, transport tenders).

Potential Questions to ask leaders:

Discussion Questions	**Yes/No/To an extent**	**Evidence/Commentary**
Climate Action Strategy Does the academy have a clear Climate Action Plan with measurable targets for carbon reduction, waste reduction, and energy efficiency?		
Energy & Resource Efficiency What practical measures are being deployed to reduce energy and water consumption, and how are behavioural changes being driven across the school?		
Curriculum Integration How are sustainability, biodiversity, and climate change explicitly woven into the curriculum across different key stages?		

Procurement & Supply Chain Do local procurement decisions take environmental sustainability into account (e.g., catering reducing food miles/single-use plastics, local suppliers)?		
Estates & Biodiversity Are school grounds being utilized effectively to enhance biodiversity and connect pupils with nature?		

Additional Themes to Explore
While the primary focus is Sustainability, please note any observations requiring attention:

Safeguarding: Do new environmental site adaptations (e.g., solar arrays, outdoor learning zones) introduce new perimeter security risks or access issues?

Health & Safety/Compliance: Are sustainability adjustments compliant with structural safety codes (e.g., weight limits for roof-mounted solar panels, legionella management in water butts)?

Comments arising from discussions and activities:	
Next Steps / Further Action required:	
Evaluation of Visit:	
Signed Leader	
Signed (Academy Principal/Head of School):	**Signed (Governor):**

Wellbeing Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**:	**Governor Name:**

Reason for Visit:

- Strategically monitor the culture, workload management, and mental health provisions within the academy.
- Ensure alignment with the DfE Staff Wellbeing Charter and evaluate the impact of pupil wellbeing strategies on school culture.

Discussions / Outcomes:

(Context to be discussed with the Business Manager)

- **Staff Attendance Rate (YTD vs. National Target): _____**
- **Staff Turnover Rate (Current vs. Same Time Last Year): _____**
- **Number of Pupil Suspensions / Behaviour Incidents YTD: _____**
- **Percentage of staff completing the annual/termly survey: _____**

Agenda (Below are a list of potential activities- delete as appropriate)

- Discussion with the Designated Wellbeing Lead / HR representative.
- Review of anonymized staff and pupil survey data trends.
- Review of workload reduction strategy actions.
- Short discussion with staff representatives (e.g., staff voice panel) regarding workload and support culture.

Potential Questions to ask leaders:

Discussion Questions	**Yes/No/To an extent**	**Evidence/Commentary**
Staff Workload & Policy Impact How have leaders actively reduced staff workload this year (e.g., streamlining marking, data drops, communication policies)?		
Culture & Psychological Safety Do staff feel confident reporting burnout or mental health pressures early, and what targeted support pathways (e.g., EAP) are utilised?		
Pupil Mental Health Provision Is there a clear, tiered structure for mental health interventions (e.g., ELSA, counsellors), and do leaders measure the impact of these services?		
Survey Actions & Feedback Loops What specific changes have been implemented by leadership in direct response to the latest staff or pupil voice surveys?		
Value for Money and Procurement		

Can leaders evidence that recent contract renewals or resource purchases followed Trust thresholds and delivered maximum impact?		

Additional Themes to Explore
While the primary focus is Wellbeing, please note any observations requiring attention:

Safeguarding: Are behavioural or workload pressures creating gaps or delays in staff logging safeguarding concerns on CPOMS?

Health & Safety/Compliance: Is there an escalation in stress-related risk assessments or accidents related to staff fatigue?

Comments arising from discussions and activities:	
Next Steps / Further Action required:	
Evaluation of Visit:	
Signed Leader	
Signed (Academy Principal/Head of School):	**Signed (Governor):**

Health, Safety and Compliance
Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**: Health, Safety and Compliance	**Governor Name:**

Reason for Visit:
This guide is designed to help school governors strategically monitor health, safety, and compliance within their school. Governors have a responsibility to provide assurance that the school is compliant with statutory requirements, that risks are being appropriately managed, and that the school environment supports safe teaching and learning.

The role is not to manage day-to-day health and safety but to:

- Seek assurance from leaders.
- Review evidence of compliance.
- Ask strategic questions that promote accountability.
- Ensure that statutory duties are me

Responsibilities of a Governor in Monitoring Health, Safety, and Compliance:

Understanding the Framework

- Be familiar with statutory requirements (e.g., Health and Safety at Work Act, DfE requirements, safeguarding links).
- Understand which policies are mandatory and how often they are reviewed.

Oversight, Not Operations

- Ensure policies are in place and applied, but do not attempt to carry out staff responsibilities.
- Focus on whether leaders have systems in place, rather than checking the systems yourself.

Monitoring in Practice

- Review reports from the Principal, Business Manager and/or Premises Manager.
- Visit the school with a strategic lens (e.g., reviewing accessibility, signage, and maintenance in general terms).
- Ensure health and safety is a regular agenda item at governing board meetings.
- Confirm that risk assessments are undertaken and reviewed appropriately.

Escalation and Assurance

- Be confident in asking leaders to evidence compliance.
- Escalate any concerns to the full governing board.
- Recognise when specialist advice is required and ensure the school has access to it.

Discussions / Outcomes:
Context- to be pre-populated by the Premises Manager/Business Manager/Principal

Audit Type/Statutory Drill	**Date of last audit/run**	**External or internal?**	**Number of outstanding actions**	**Timescales and commentary to resolve**
Trust-Commissioned H&S Audit				
Fire Safety Audit				
Fire Alarm Drill (Termly)				
Lockdown Drill (Annual)				

Accident Tracking Dashboard	YTD Total	Tracked in line with Policy?	Summary of Trends and RIDDOR Reportable Incidents
Trust-Commissioned H&S Audit		Y/N	
Fire Safety Audit		Y/N	

Number of accidents YTD and summary of trends	
Training Compliance Rate and summary of reasoning if below 100%	

Agenda (suggested 2 hours)

- Discussion with Premises Manager/Business Manager/Principal (guided by questions below)
- Review recent risk assessments and accident logs and check the Fire Log Book and Accident Recording System to ensure compliance with policy timescales.
- Check completion rates of statutory training
- Review action plans following last Trust-commissioned inspections
- Documentation review (see section below)
- Site walk focusing on condition, compliance signage, emergency procedures

Further potential activities

- Talk with staff regarding H&S awareness and training
- Observe a fire drill/lockdown procedure (if scheduled)
- Review first aid provision and signage around school
- Walk-through check of compliance notices and equipment (fire extinguishers, alarms, etc.)

Discussion questions – Governors should listen carefully for **vagueness, lack of evidence, or delays in compliance**. These are red flags that require follow-up, either by asking for written assurance or escalating to the full governing board.	**Evidence/commentary**
Leadership and accountability • How do leaders ensure that the actions and recommendations from Trust-commissioned audits are assigned to specific owners and monitored for completion before the deadline? • In what way does the Senior Leadership Team (SLT) review accident trends and drill performance logs before these metrics are presented to the local governing board?" • How are middle leaders held accountable for localized health and safety compliance and risk assessments in their areas of responsibility? • What mechanisms are in place to ensure that when a key compliance staff member is absent, their statutory checking responsibilities are seamlessly covered?	

Risk and compliance • What progress has been made against the actions identified in our last Trust-commissioned H&S audit, and are any items past their target completion deadline?	
Training and culture • How do leaders ensure that all minor and major accidents are recorded strictly in line with Trust policy timescales, and how is this data checked for accuracy before escalating to RIDDOR? • How are staff trained to recognize what constitutes a reportable accident under Trust policy, and how do leaders monitor that logs are completed within required timescales? • Following the latest Trust-commissioned H&S audit, what specific training gaps were identified for staff, and how quickly were those addressed? • How do leaders ensure that temporary, supply, or newly appointed staff are immediately inducted into localized emergency drill procedures (Fire and Lockdown) before they teach their first lesson? • What mechanisms exist for staff to raise H&S or near-miss concerns without fear of recrimination, and how are those concerns tracked to resolution?	
Premises and Accessibility • How did the outcome of our recent Fire and Lockdown drills impact our Premises and Accessibility strategies (e.g., physical escape route modifications or emergency signage visibility)? • Can leaders demonstrate that any physical defects contributing to recent accidents on the school estate have been formally logged, prioritized, and repaired in line with policy? • How regularly do leaders review the physical accessibility of emergency escape routes for pupils with complex SEND or limited mobility (e.g., PEEPs - Personal Emergency Evacuation Plans)? • What is the current backlog of 'Category 1' (urgent safety/compliance) maintenance tasks, and how are local or Trust capital funds being leveraged to clear them?	
Emergencies and safeguarding • Can leaders present the physical or digital evacuation logs for the most recent Fire and Lockdown drills? What specific actions were taken to fix any recorded delays or issues? • How do our emergency evacuation and lockdown plans explicitly account for the safeguarding and physical protection of vulnerable or SEND pupils during an active incident? • If a serious accident occurs on site, what is the clear operational line of escalation between the H&S reporting system and the Safeguarding/DSL team?	

• When was our Critical Incident / Emergency Management Plan last updated, and does it align with the latest feedback from Trust compliance teams?	
Asset Management • Did the recent Trust-commissioned audit flag any statutory compliance failures regarding high-risk assets (e.g., boiler plants, extraction systems, or server networks), and what is the remediation plan? • How do leaders ensure that specialized assets associated with physical safety (such as fire doors, alarm panels, and automated gates) receive scheduled statutory testing in line with policy? • What system prevents unapproved or untested electrical equipment (brought in by staff or contractors) from compromising the safety of the academy's infrastructure? • How are asset replacement lifecycles managed so that aging infrastructure is replaced before it fails a health and safety or compliance inspection?	

Comments arising from discussions and activities:

While the primary focus of the monitoring visit is not Safeguarding, Wellbeing, Health & Safety/Compliance or Leadership these areas remain important and should be taken into account during all Academy visits. Please include any observations that may require the Board's attention.

Safeguarding:

Wellbeing:

Health & Safety/Compliance:

Next Steps / Further Action required:

Evaluation of Visit:

Signed (Academy Premises Manager)

Signed (Academy Principal/Head of School):	**Signed (Governor):**

Wraparound Provision
Governor Monitoring Form

Academy:	**Date**:	**Name/Area of Responsibility**:	**Governor Name:**

Reason for Visit:

- Governors evaluate provision against DfE national expectations and the 7 ELP Trust Quality
- Standards.

Discussions / Outcomes:

(Context to be pre-populated by the Wraparound Lead)

- **Pupil Occupancy Rate YTD (Average daily attendance vs. capacity): _____**
- **Number of Pupil Premium / Disadvantaged pupils attending: _____**
- **Number of pupils with EHCPs / SEND attending: _____**
- **Date of last Trust-commissioned Wraparound / H&S Audit: _____**
- **Outstanding Actions from Trust Audit: _____**

Strategic Governance and DfE Alignment Checklist

Discussion Questions	**Yes/No/To an extent**	**Evidence/Commentary**
Do all wraparound staff and external contractors appear on the SCR with verified DBS and identity checks prior to starting?		
Is Designated Safeguarding Lead coverage active during all operational hours?		
Are daily handover logs in place to track pastoral and welfare concerns between school and wraparound staff?		
Are secure sign-in/sign-out procedures enforced?		
Is a strict identity verification protocol in place for unknown adults collecting children?		
Is there a paediatric First Aid practitioner on site during every session?		
Does food provision comply with Trust Food Safety Standards and DfE Allergen Guidance?		
Are medical plans accessible?		

DfE Quality Benchmark 2 - Supply, Accessibility and Inclusion

Discussion Questions	Yes/No/To an extent	Evidence/Commentary
Are reasonable adjustments in place, with the Wraparound Lead clearly in collaboration with the school's SENDCO to adapt activities, spaces and routines for pupils with EHCPs/SEND.		
Is provision strategically deployed to support disadvantaged pupils, vulnerable children, and those requiring attendance and punctuality intervention?		
Where Early Years pupils attend, does provision adhere to EYFS welfare requirements, maintaining age-appropriate routines, rest areas and play opportunities?		

DfE Quality Benchmark 3 - Quality of Experience, Environment and Pupil Voice

Discussion Questions	Yes/No/To an extent	Evidence/Commentary
Do schedules balance active physical play, creative arts, quiet relaxation zones, reading and optional homework spaces?		
Do children have genuine voice over activities and snacks, with structured pupil voice directly shaping activity planning?		

DfE Quality Benchmark 4 - Parental Engagement and Financial Operations

Discussion Questions	Yes/No/To an extent	Evidence/Commentary
Does the booking platform accept Tax-Free Childcare vouchers and the childcare element of Universal Credit?		
Are transparent pricing and terms published for parents?		
Are occupancy levels, income and operational costs regularly reviewed against academy budget targets to ensure self-sustainability?		

Evidence Retrieval Test - 30 Minute Readiness Check

Governors ask the Wraparound Lead to produce 2 randomly selected items to test rapid access to evidence.

Time Window	Compliance Evidence	Yes/No	Governor Notes
5 Mins	Live session attendance register and emergency evacuation		
15 Mins	**Individual healthcare plans, list of allergies and dietary requirements, and staff First Aid certificates.**		
30 Mins	Section 09 assurance file containing attendance impact analysis for targeted pupils and latest parent feedback report		

Comments arising from discussions and activities:

Actions

Priority	**Agreed Action**	**Owner**	**Target Date**	**Actioned following?**

Evaluation of Visit:

Trust Quality Assurance Evaluation ☐ **Exceptional -** Highly effective, exemplary practice, strong evidence of impact across all standards. ☐ **Secure -** Fully compliant with Trust/DfE expectations, effective leadership, reliable evidence. ☐ **Developing -** Broadly effective; minor operational or documentation inconsistencies identified. ☐ **Requires Imp -** Material weaknesses; formal academy improvement plan and Trust oversight required. ☐ **Critical -** Immediate safeguarding or compliance failure; requires executive intervention.	
Signed Leader	
Signed (Academy Principal/Head of School):	**Signed (Governor):**